

# JUMPER

## YOUTH DISCIPLESHIP



Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.

JESUS  
Mark 12:30

BGCC 

Vol. 2

# READ FIRST

Before you go browsing through this manual please read the following, which is also contained in the introduction of the materials. It is absolutely critical to the success of Sumpher in your church. Thanks.

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. 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*.

**Committed Leadership** ó Sumpher leadership will need to be committed to long-term, ongoing discipleship. Not only will dedicated, core students be pushed by a 32 week commitment, but youth leadership will be as well. However, consider this statement: “Students will live up to, and even exceed, the high expectations of those they trust and love, and those whose life is an example of the benefits of such expectations.”

**Vital Preparation** ó 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 will require a good deal of preparation time in advance of the meeting. The exciting part of this preparation will be the time spent working with your youth discipleship team in anticipation of what God will do in the hearts of students during and/or following each session. Without this preparation Sumpher will fail, because each session is dependent on planned experiences.



## **Sumpherō Volume 2 Introduction**

We are pleased that you have considered using these materials with your students. Sumpher Youth Discipleship started with this thought, "What if students stopped spending all of their time at church in a static classroom setting, and began to engage themselves in meaningful spiritual disciplines during that time? Would it be that 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.

Sumpher Volume Two continues the process of engaging students in 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 Sumpherō Task Force*

### **"Now, what's that word again?"**

Sumpher (Some ó fair ó 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 this generation of students and the generations to come 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, "what will God owe us?" but rather, we apply the disciplines because we owe God everything; and the fruit of those disciplines is our sharing in His holiness.

### **"What's the plan?"**

Sumpher 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?

Sumpher 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 created by 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 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. Sumpher 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.

### The Disciplines and Consuming Love

All eight spiritual disciplines used by Sumpher 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 Sumpher, but they have been assigned as a tool for illustration and development (see chart below). 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 undergirds every area of loving God, thus, this teaching point will be emphasized during each session on prayer.

<b>Core Areas ►</b>	<b>HEART</b>	<b>SOUL</b>	<b>MIND</b>	<b>STRENGTH</b>
<b>Disciplines ►</b> <b>Evangelism</b> <b>Ministry</b> <b>Scripture Memory</b> <b>Bible Study</b> <b>Meditation</b> <b>Fasting</b> <b>Worship</b> <b>Prayer</b>				

## **Schedule**

Sumpher 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 Sumpher Schedule**

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

This event should be held at your discretion and be used to promote Sumpher to your students and to enlist them to participate. It is recommended that you host a party, prepare an element from the year for the students to experience, and then serve refreshments and answer questions. Students should then be given the opportunity to sign-up.

### ***Regular Sessions***

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

## **The Sessions**

The thirty-two sessions of Sumpher have been organized on a rotational basis. This means, 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.

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. 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***.

- **Committed Leadership** ó Sumpher leadership will need to be committed to long-term, ongoing discipleship. Not only will dedicated, core students be pushed by a 32 week commitment, but youth leadership will be as well. However, consider this statement: “Students will live up to, and even exceed, the high

- expectations of those they trust and love, and those whose life is an example of the benefits of such expectations.ö
- **Vital Preparation** ó 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 will require a good deal of preparation time in advance of the meeting. The exciting part of this preparation will be the time spent working with your youth discipleship team in anticipation of what God will do in the hearts of students during and/or following each session. Without this preparation Sumpher will fail, because each session is dependent on planned experiences.

### **A last word...**

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](mailto:aharrison@bgco.org). And a big thanks for your church's gifts to the Cooperative Program. They make this all possible.

### ***The Sumpherö Task Force***

I would like to say a word of thanks and gratitude to this year's Sumpher Task Force. They have served as encouragers, friends, and co-authors in the creation process of Sumpher Volume 2. 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, College Heights Baptist Church, Chickasha, OK**  
**Matt McClure, First Baptist Church, Tulsa, OK**  
**Garry McNeill, First Baptist Church, Durant, OK**  
**Paul Thompson, First Baptist Church, Skiatook, OK**  
**Jeron Young, Emmaus Baptist Church, Moore, OK**

May God bless your ministries!

Andy Harrison  
Baptist General Convention of Oklahoma  
Student Education Ministry Specialist

## Session One

**Session Discipline:**

Evangelism

**Session Verse/Passage**

Matthew 9:10

**Session Purpose:**

To think through relationships students have with other students who do not have a relationship with Christ, and to practice sharing the gospel.

### Preparation:

- Make copies of the "Who do you know?" and "Friendship Evangelism" card for each student.
- Today's lesson will also require students to get in groups of two, make sure you have enough space for students to get into groups.
- Prepare to lead your students through a strategy on how to lead a person to Christ, such as the Roman Road, One Verse Evangelism, ABC Method, etc.

### Session Teaching Plan:

- **Step One – 10 minutes** ó Pass out the "Who do you know?" handout and begin by saying, "Today we are going to look at the friends we associate with in school and in activities that do not have a relationship with Jesus." Have students work individually as they think through people they may know who do not have a relationship with Jesus.
- **Step Two – 10 minutes** ó Read Matthew 9:9-13. Discuss how Jesus went to eat with Matthew and dined with sinners. What did Matthew do in this passage that allowed others to meet Jesus? (Opened his home and invited other "sinners" to meet Jesus.) ASK: How can we be like Matthew today and allow our lost friends to meet Jesus? In what ways can you make intentional friendships to share the gospel with others?
- **Step Three – 5 minutes** ó Pass out the "Friendship Evangelism" card and have students pick out 3 friends from their "Who Do You Know" list, who they know do not have a relationship with Christ. Say, "Put this card in your wallet, on your mirror, or a place you can look at it everyday and pray for the 3 friends you hope to share Christ with."
- **Step Four – 10 minutes** ó Have students pair up and pray for the 3 friends they put on their cards.
- **Step Five – 10 minutes** ó Quickly share with your students a strategy you personally use when sharing the gospel with someone. Use a volunteer to role play sharing the gospel (you may want to work this out before the session, to give the volunteer advance notice). After you have shared the gospel with the volunteer, ask if they would like to ask Christ into their life. Have the volunteer say "yes", and then lead them through a prayer asking Christ to come into their lives. Also have your volunteer say "no" to show it is ok if the person you share Christ with is not ready to receive Christ.
- **Step Six – 15 minutes** - Have students pair back up with their partners and practice sharing the gospel with each other. Remind students to role play and even lead their partner through a prayer to receive Christ. If you have time ask students how it felt to share Christ.





# Friendship Evangelism

I am praying for God to give me the opportunity  
to witness to these 3 friends:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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## Session 2

<b>Session Discipline:</b>	Meditation
<b>Session Verse/Passage:</b>	Colossians 2:6-8
<b>Session Purpose:</b>	To lead students to make and keep a S.O.A.P. journal

### 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 pens or pencils for all participants.
- You will need to make your S.O.A.P. journal first, before you get there, so you can teach the students how to make their own. You may, however, choose to start your own with them if you like.
- Make enough copies of the S.O.A.P. and S.P.A.C.E. acrostic card for each student.

### Session Teaching Plan:

- **Step One - 45 min.** After students arrive, say "Today we want to emphasize biblical meditation by instructing you in 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. You will want to keep them confidential as well. Please don't leave them lying around the youth room. Keep them with you whenever and 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 spending time 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 in the top left hand corner write an S. Then skip a few lines and write an O. Skip a few more lines and write in an A. Then skip a few more lines and write in a P. these are going to be our SOAP journals. Beside the S write scripture, beside the O write observation, beside the A write application, then beside the P write out prayer." SAY: "Let's take our first scripture, Col. 2:6-8, and write it out word for word next to the word scripture on our journals." Take time to let them write it out in their journals. SAY: "Now, let's observe what it is saying to us. Let's re-write it, in our own words, next to the word observation." Take time to let them write out their thoughts. SAY: "Now let's write out, next to the word application, something 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? A promise you need to claim? An attitude you need to change? A command you need to obey? Or is there an example for you to follow?" Allow time for 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." Take time for them to write.

- **Step Two - 10 min.** Ask the students if they have any questions regarding the journaling process. You may have a volunteer read the observation or application part of their journal to help make sense of it. Make sure and encourage them to be writing in their journals every day during their Quiet Time. If the students don't have a reading plan, suggest they start with Philippians and work 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.
- **Step Three - 5 min.** Ask for any prayer requests and close in prayer.

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

**S**cripture - write out  
scripture word for word

**S**in to confess

**O**bservation - write out  
scripture in your own words

**P**romise to claim

**A**pplication - write out an  
application to your life using  
the SPACE acrostic

**A**ttitude to change

**C**ommand to obey

**P**rayer - write out a prayer  
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**E**xample to follow

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## Session Three

**Session Discipline:**

Ministry

**Session Verse/Passage:**

Acts 1:8, 1 Timothy 4:12, Eph. 5:21; 6:7

**Session Purpose:**

To see the importance of showing the love of Christ at home, by becoming a servant.

### Preparation:

- Gather 4 large sheets of paper or some type of poster board, preferably different colors (if you have a large group you may want to have 8 sheets)
- Using visible markers write "Jerusalem" in the center of the sheet. Then write (family), a little smaller, underneath Jerusalem.
- Place your sheets of paper throughout the room.
- Place one marker on each sheet of paper (do not use sharpies, they will bleed through).
- Make copies of the "Acts of Service" handouts.
- Gather some pens and have them available for students that didn't bring one.

### Session Teaching Plan:

- **Step One – 10 min.** As students arrive have them divide up into groups of 2 or 3. Have them sit as groups around one of the sheets of paper that you have placed on the ground throughout your meeting area. Once students have gotten into their groups and are sitting around a sheet of paper, tell them that today they will be studying the discipline of ministry. Ask a student to stand and read Acts 1:8. After the student finishes reading, remind your students how we (Sumphero) will be applying the four locations that Jesus spoke of in this passage. Jerusalem ó family, Judea ó church, Samaria ó school, and World ó community. Then say, "All ministry or servitude begins inside the walls of your home. If we do not share the love of Christ with those closest to us, then how will we ever be able to share the love of Christ with people we have never met? This week we will be focusing on serving members of our families."
- **Step Two – 20 min.** Have students turn their sheets of paper or poster board over. Make sure that each group has a marker and designates one person to be the writer. Then say, "Think about how much time you spend inside the walls of your home, or in the company of your family. Where does all that time go, what do we do with all of that time? Is it spent ignoring them and trying to stay out of sight, is it spent arguing with them about some pointless matter, or is it spent loving them and sharing the love of Christ with them." On the blank side of their sheets, give groups 5 minutes to draw a pie graph (you may have to explain what this is, it is a circle graph that represents the total amount of time they spend at home with each pie slice representing the time they spend on each activity) of how their group spends their time while they are at home. You may want to play some music during this time, a good song would be "Blessing" by John Waller. After every group finishes their graph or after ten minutes is up, have each group explain their graph and how their time at home gets spent.
- **Step Three – 20 min.** Have a student read 1 Timothy 4:12. Remind your students that being young isn't a good excuse for not sharing the love of Christ or serving

their family. God calls them to set the example. Have another student read Ephesians 5:21 and 6:7. Then say, "This week you are going to have the opportunity to serve your family, so as a group let's think of some things that we can do serve them." Have groups write the responses on the side of their sheet of paper that says "family". After several good ideas for acts of service have been shared, handout the "Acts of Service" handout along with pens or pencils. Have each student write the names of their siblings on the lines provided (some students may need two sheets). Then have students write one act of service that they will do for each of their family members this week. Tell them that it might need to be something that they need to ask permission to do (such as clean a siblings room, cook dinner, etc.) or it may be some thing that they just do without asking (like take out the trash every day, vacuum and dust the house, mow the lawn, write a letter of encouragement to a sibling, etc). You may want to play some music during this time also.

- **Step Four – 5 min.** After students finish their lists, have them share with their groups what they will be doing. Tell the groups to keep each other accountable and that they will have a chance to share their experiences next week. Have students pray for each other, in their groups.



Parents: \_\_\_\_\_

Sibling 1: \_\_\_\_\_

Sibling 2: \_\_\_\_\_

Sibling 3: \_\_\_\_\_

Write down ways that you can serve your  
parents and your siblings this week.



Parents: \_\_\_\_\_

Sibling 1: \_\_\_\_\_

Sibling 2: \_\_\_\_\_

Sibling 3: \_\_\_\_\_

Write down ways that you can serve your  
parents and your siblings this week.

## Session Four

<b>Session Discipline:</b>	Fasting
<b>Session Verse/Passage:</b>	Psalm 100
<b>Session Purpose:</b>	To prepare students for fulfilling a fast that will include taking specific moments to be thankful.

### 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. Students will be using their bibles in this session, so have extra bibles available.
- Print and distribute a copy of the "THANKFUL" handout and "Psalm 100" handout to each participant. Have pens available for each person as well.
- Make as many copies of the "Fasting Sign-up Sheet" as you will need. This list is simply for you to keep a record of those who are committed to the fast.

### Session Teaching Plan:

- **Step One – 15 min.** Get students into groups of two or three. Once they are in their groups have them turn to Psalm 100. Say, "Tonight we are going to be examining the topic of thankfulness. In turn, we will be including this topic of thankfulness within our fasts that we will fulfill this week. The first thing we will do is examine Psalm 100 and try to identify things from this passage for which we should be thankful." At this point have each group work through Psalm 100 together. Their objective will be to identify as many things as possible from Psalm 100 that they should be thankful for.
- **Step Two – 10 min.** After each group has had enough time to identify and discuss the thankful items bring them together for a time of discussion. Have them share what they found. Here is a sample list of things we should be thankful for from Psalm 100.
  - 1) I am thankful we have the privilege of worshiping God. (v.2)
  - 2) I am thankful that the Lord is God. (v.3)
  - 3) I am thankful that He made us.(v.3)
  - 4) I am thankful that we are His. (v.3)
  - 5) I am thankful that He is good. (v.5)
  - 6) I am thankful that His love endures forever (v.5)
  - 7) I am thankful that His faithfulness lasts throughout all generations. (v.5)As they are sharing what they found, feel free to have the students express further the significance of each item found in Psalm 100. (**For example** Ask, "How is God good?" or "Is God good only when life is good for us? Why or Why not?")
- **Step Three – 5 min.** After a brief time of discussion explain to the students that this week they will be participating in a "Level 1 Fast". Say, "A Level 1 Fast means to fast from the pleasures in our life, like Snack Food, Soft Drinks, Dessert, TV, or Radio." Your students will need to pick one or even two items they would like to fast from. Have your students start thinking about what they would like to fast from, because at the end they will be signing up for these particular item(s).



- **Step Four – 25 min.** Make sure every student has a copy of the “THANKFUL” Handout. Have students write down as many things as possible that they are thankful for. Challenge them to think of 50+ things.
- **Step Five – 5 min.** After they had enough time to create their list explain to the students that this week they will be referencing this list often. Say, “This week as you fast, every time you have a longing for the item you are fasting from go to your thankful list. Review all the things you are thankful for and go to God in prayer offering gratitude for Him, your life, and His blessings.” Before the students leave have them sign up for what they will be fasting from this week.







## Session Five

**Session Discipline:** Scripture Memory

**Session Verse/Passage:** Ephesians 6:1-20

**Session Purpose:** To lead students to memorize an entire passage of scripture.

### Preparation:

- Print and copy the Ephesians 6:1-20 hand out. Make enough copies for each student to have one.
- **LEADER'S NOTE** – Beginning with this session, Session 5, your students will be challenged during the rest of the year to memorize Ephesians 6:1-20. There will be three other designated sessions for Scripture Memory (Sessions 13, 21, and 29). Each of these sessions will be utilized to help with the memorization of this passage. It is strongly recommended that you find a few minutes for reviewing these verses at the beginning or end of each of the remaining sessions (6-32). *Many leaders will want to skip these memorization sessions and avoid this process altogether, but your students NEED this challenge! Scripture memory is absolutely vital to spiritual growth. Please consider doing the hard work of equipping and accountability in this regard. You will not regret it.*

### Session Teaching Plan:

- **Step One – 60 min.** Distribute the scripture passage hand out to students. Say, “Students one of the challenges I want to give you this year is to memorize Ephesians 6:1-20. This passage of scripture speaks about the humility and service, and the power and boldness of the Christian life. It is a vital passage for all who are willing to walk with the Lord.” Direct the students to look at the hand out. Say, “Beside each verse is a picture, drawing, or photograph. These are intended to be visual reminders or “memory kick starts” to the content of each verse. You may or may not want to use them, but pictures help us remember and organize information. Eventually, you should be able to quote the passage looking at the pictures only. By the end of the year you should be able to quote Ephesians 6:1-20 without any help at all.” Encourage students to begin the memorization process. Have them partner up with another person and practice the first verse or two. **LEADER NOTE: Review and accountability are vital for scripture memory success. Please take time to review your students throughout the year.**

# Ephesians 6:1-20

1 Children, obey your parents in the Lord, for this is right.



2 "Honor your father and mother"—which is the first commandment with a promise—



3 "that it may go well with you and that you may enjoy long life on the earth."



4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.



5 Slaves, obey your earthly masters with respect and fear, and with sincerity of heart, just as you would obey Christ.



6 Obey them not only to win their favor when their eye is on you, but like slaves of Christ, doing the will of God from your heart.



7 Serve wholeheartedly, as if you were serving the Lord, not men,



8 because you know that the Lord will reward everyone for whatever good he does, whether he is slave or free.



9 And masters, treat your slaves in the same way. Do not threaten them, since you know that he who is both their Master and yours is in heaven, and there is no favoritism with him.



10 Finally, be strong in the Lord and in his mighty power.



11 Put on the full armor of God so that you can take your stand against the devil's schemes.



12 For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms.



13 Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand.



14 Stand firm then, with the belt of truth buckled around your waist, with the breastplate of righteousness in place,



15 and with your feet fitted with the readiness that comes from the gospel of peace.



16 In addition to all this, take up the shield of faith, with which you can extinguish all the flaming arrows of the evil one.



17 Take the helmet of salvation and the sword of the Spirit, which is the word of God.



18 And pray in the Spirit on all occasions with all kinds of prayers and requests. With this in mind, be alert and always keep on praying for all the saints.



19 Pray also for me, that whenever I open my mouth, words may be given me so that I will fearlessly make known the mystery of the gospel,



20 for which I am an ambassador in chains. Pray that I may declare it fearlessly, as I should.



## Session Six

**Session Discipline:**

Worship

**Session Verse/Passage:**

[See Station Directions]

**Session Purpose:**

To think about the different postures of worship and what they mean in our worship to God. Send students through different stations to experience those different postures; and then to discuss how they see each in relationship to worship.

### Preparation:

- Set up 5 separate stations around your room (There shouldn't need to be any partitions, unless you already have them available). If your room is small, you may want to go outside or use a hallway for one or two of the stations, if available. Each station will have a page of scripture, explanations, and instructions.
- Type out station directions on separate pages (i.e. station 1 on one page, station 2 on another page, etc.). Station directions are listed in this lesson.
- Get ready an 8 min. audio or video clip of a message from a pastor or youth speaker (ex. Rob Bell, Lou Giglio). You can find clips like this online, and reasonably priced, at [www.bluefishtv.com](http://www.bluefishtv.com) or [www.nooma.com](http://www.nooma.com). Try to pick a clip that is interesting and to the point and challenges students to consider some aspect of their personal faith. Think of something that will be easily discussed during the second step of the session teaching plan. You may want to find a separate place from the rest of the group, but not too far away, where students or groups of students can rotate to and from but not be disturbed by the video.
- Make sure you have a Bible for each student that doesn't bring their own.
- Have an Ipod or cassette player ready with eight minutes, or more, worth of contemporary worship (Passion CD is a great choice). If you can rotate students one at a time, headphones will work, otherwise you'll need CD player-type set up so the students in one group can all hear while they are close to the player.
- Have some method in place to alert when it is time to rotate to the next station (remember, approx. eight minutes per). This could simply be someone timing the group times and announcing, or you may want to use some type of sound, or bell, or play a soft worship song as they rotate. Make sure students know which is the next station or stop in their rotation.

### Session Teaching Plan:

- **Step One – 45 min.** Set up 5 separate stations around the room for students or groups of students to rotate from one to the next at your directive. Each station should last approximately eight minutes. Direct students to break up in 5 groups (or if you have a large number, you may want to make 2 of every station and split into 10 groups). Try to begin with equal groups at each station. Instruct the students, after the instructions are read, to do each station on their own, even though they may be in a group. The stations are as follows:



- Station 1: Sitting. Have one student read the instructions to the group and do as follows.
  - Station 2: Standing. Have one student read the instructions to the group and do as follows.
  - Station 3: Prostrate (lying face down). Before students lay down, have one student read the instructions to the group and then do as follows.
  - Station 4: Kneeling. (Same process)
  - Station 5: Hands Raised. (Same process)
- ***Step Two - 15 Min*** ó Bring group back together and discuss the following (plus anything else you think of to discuss):
    - 1) What was it like to try to worship in the different postures?
    - 2) What did each posture represent to you? What do you think they might have meant to God? Did it help you worship?
    - 3) Was there one posture that was more comfortable than the other? Why?
    - 4) Think about the sitting station. Did you hear God tell you anything as you listened?
    - 5) How about the other stations. Did you hear God's voice?
    - 6) Is worship just about giving to God, or should it also include receiving from God, as well?
    - 7) As we have talked about postures of worship, even though the posture of our body can sometimes help us worship; which is more important: the posture of our body or the posture of our heart?

[Close in prayer when discussion is finished]

### [Station Directions]

#### ***Station 1: Sitting***

Read the following to the group:

“Be still and know that I am God. I will be exalted among the nations; I will be exalted in the earth.” Psalm 46:10

Sitting is a posture that one can use to worship God. It is a great posture to stop and listen to His voice. Everyone have a seat and listen to the following message.  
[Once everyone is seated, play the audio or video clip you have selected]

#### ***Station 2: Standing***

Read the following to the group:

“The place where You are standing is holy ground.” Exodus 3:5  
“I stand in awe of Your law.” Psalm 119:120

Standing is a posture that one can use to worship God. It is a great posture to show respect and awe for God, our Father.

Now everyone, take your Bible, turn to Psalm 95 and begin to pray (silently) this Psalm to God (this simply means to read them to Him and pay attention as you read them to Him. You might even change a few of the words to make it more personal for you). Continue through the Psalms until it is time to change stations. Take your time and really think about what you are reading.

### ***Station 3: Prostrate (lying face down)***

Read the following to the group:

“Then the fire of the Lord fell. When all the people saw this, they fell prostrate and cried, ‘The Lord, He is God!’” 1 Kings 18:38,39.

Lying prostrate is a posture that one can use to worship. It is a great posture to show God that we are in total submission to Him, which would mean that we are in total submission to His will.

Now, get by yourself, lie face down, and pray to God. Ask Him to lead you. Pray for your nation, town, school, church, etc. Listen to His voice. Just talk to Him.

### ***Station 4: Kneeling***

Read the following to the group:

“Come let us worship and bow down; let us kneel before the Lord our Maker.” Psalm 95:6

“I will bow down towards Your holy temple and will praise Your Name.” Psalm 138:2

Kneeling is a posture that one can use to worship God. It is a great posture to show God humility.

Now, get by yourself, kneel before the Lord, and pray to Him. Confess any sin in your life. Ask Him for humility. Praise Him from your heart.

### ***Station 5: Hands Raised***

Read the following to the group:

“Lift your hands in the sanctuary and bless the Lord.” Psalm 134:2.

“I will praise You as long as I live and in Your Name I will lift up my hands.” Psalm 63:4

Lifting our hands is a posture that one can use to worship. It is a great posture to show surrender to God. Just give up and let God!

As you listen to the worship songs, lift up your hands periodically to God. Remember that music is not the only type of worship, but a very powerful one still. Even if it seems uncomfortable, just do as the scripture says. Lift your hands to Your Heavenly Father. Try to visualize His face as you enter into a time of intimate worship with Him. Try your best to not notice any of the people around you. Now have someone play the music and worship Him!

## Session Seven

<b>Session Discipline:</b>	Bible Study
<b>Session Verse/Passage:</b>	Amos 5:21-26; Genesis 6-7
<b>Session Purpose:</b>	To teach students a basic and thorough Bible study method to help them explore a passage from all angles.

### Preparation:

- Make copies of the student handout included, that outlines the Bible study method using the acronym, TAN, as well as the TAN sheet for the Amos passage (two pages).
- Have the included testimony/short autobiography of Billy Graham on hand for the session.
- Familiarize yourself with the story of the flood in Genesis 6-7. Make sure you get re-acquainted with the high points of what happened and why, for the sake of discussion.

### Session Teaching Plan:

- **Step One – 10 min.** Begin by telling the students they will need to think a little bit to understand the concept that we will apply to study the Bible. Discuss for a moment the concept of TAN (then, always, now) with the students concerning the conversion of Billy Graham. Obviously, this is not a study of a passage of Scripture. But it is simply an exercise to get the students familiar with the TAN process. Read them his testimony. Ask them what the significance was of Billy Graham being saved back then. (*Possible answers: A young man became a child of God. He crossed from death to life. His eternity in Christ was secure. He had new hope and new joy. His life was changed.*) Then ask what is significant from that event that applies always. (*Possible answers: Every life that God redeems is important. Every student that was saved this summer at Falls Creek or last year at DiscipleNow is just as significant to God as was the life of Billy Graham. God saving a soul is always a miracle.*) Now ask them what is significant about his conversion now. (*Possible answers: Billy Graham is now a very successful preacher of the gospel who has preached God's Word for decades and seen hundreds of thousands of people respond to Christ in faith. God used the salvation of one young man to lead to the salvation of thousands of people. No one would have guessed that when little Billy Graham was saved.*)
- **Step Two – 10 min.** Ask the students to briefly retell the story of Noah's ark and the great flood found in Genesis. Now ask the students to think of the TAN Bible study method as it relates to Noah and the ark. What was the big deal then? (*Possible answers: The flood wiped out all living things. It was God's judgment on sin. The rainbow symbolized His promise to the people to never destroy the earth by flood again. It also showed His grace as He chose to save some people and to preserve the animals.*) What is the big deal from this story always? (*Possible answers: God is righteous and cannot stand sin. God keeps His promises. God's grace is so much more than we deserve.*) What is the big deal from this story now? (*Possible answers: God hates sin as much today as He did*

*then. I need His grace through Jesus. He is faithful to His promise as He has never gone back on His word. )*

- **Step Three – 30 min.** Split the students up into groups of two or three and have them work on the TAN Bible study method to study Amos 5:21-26. The students should follow the outline provided for them to approach this from all angles and see the big picture. Encourage them to really search for the original context on the portion of the Bible study that explores what it meant then.
- **Step Four – 10 min.** Have the groups discuss their answers for then, always, and now.

*(Possible Answers: **THEN** – God was disgusted with the Israelites because they threw a big party and had a big feast but their lives did not match up. They sang songs and made offerings but He wanted justice and righteousness. They had been living lives of idolatry. They were spoiled and did not meet the needs of the poor and needy, but indulged themselves in great wealth. **ALWAYS** – God is never satisfied with assemblies and services. He wants all of us. He wants our lives to praise Him and to be a complete offering to Him. Music alone is never enough. He will never stand for idolatry. **NOW** – Perhaps our Christianity has become a big produced assembly. Maybe the smoke and lights are not what He is looking for. Maybe the best band is not what is the most important. Our external attempts to please Him are no substitute for our hearts and our actions.)* Before you list these possible answers, make sure the students and groups get ample opportunity to share their responses. And remember, the main point of this exercise is not about worship and praise. Although that is what the passage deals with, the main point is to show them the TAN Bible study method so that it might become useful to them in the future.

- **Step Five** – Encourage the students to use this method this week in their own study time.

# 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 – Amos 5:21-26

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 Amos 5:21-26. 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 –

# The Story of Billy Graham

William Franklin Graham, Jr., known as Billy Graham to most of the world, was born on November 7, 1918, near Charlotte, North Carolina, to William Franklin and Morrow Coffey Graham. Billy was the first of four children, followed by Catherine, Melvin, and Jean. In 1919 he was baptized by sprinkling at Chalmers Memorial Church. William Franklin, Sr., was a successful farmer and businessman and Billy had a normal childhood. Both parents were Christians and the family regularly attended the Associate Reformed Presbyterian Church. In 1934, evangelist Mordecai Fowler Ham began preaching at a series of revival meetings in Charlotte. He stirred up considerable controversy with his charges of moral laxity at the local high school. Billy attended the meetings, partly attracted by the controversy. While listening to Ham's preaching, which heightened Graham's conviction of his own sin, Graham committed his life to Christ.

He graduated college at Florida Bible Institute (now Trinity College) in 1940 with a BTh (Bachelor of Theology degree). While at FBI, he became convinced that he should be baptized by immersion as an adult and Rev. John Minder, vice-president of FBI, presided at the baptism. He began preaching on street corners and at rescue missions and small churches.

At Wheaton he met fellow student Ruth Bell, his future wife. The couple was married on August 13, 1943, after graduation. Graham's first (and last) pastorate after graduation was at the Baptist church in the Chicago suburb of Western Springs. He served a little over a year. During his time in Western Springs, he took over from another Chicago-area pastor, Torrey Johnson, the religious radio program *Songs in the Night*. Graham preached on the program every Sunday evening. The program was only a few months old, however, when Graham left it and the church to become vice president of Youth for Christ. YFC had grown out of the enthusiastic, unconventional Christian rallies that were being held all over the country in the mid-forties for servicemen and young people.

As mentioned earlier, Graham had begun to hold his own evangelistic rallies across the country. Usually working with him were soloist George Beverly Shea, choir director and master of ceremonies Cliff Barrows (whom he met in 1945), and associate evangelist Grady Wilson. (Grady and his brother, T. W., were boyhood friends of Graham.) At the end of 1949, he suddenly came into national prominence. An evangelistic campaign Graham was leading in Los Angeles resulted in the dramatic conversion of a local underworld figure and a prominent disc jockey, among others. In the next decade, Graham held evangelistic campaigns in all the major U.S. cities as well as a series of rallies in Africa, Asia, South America, and Europe. He became something of an institution--a symbol for religion in many people's minds. Perhaps the most impressive meetings of his career were the Greater London Crusade of 1954 and the New York Crusade of 1957. Graham has continued to preach for the last 50 years and multitudes of people have been saved.

Graham has always given a brief message, but God has always seemed to use it. Hundreds of thousands of people have come to faith in Christ as a result of God's work through the young man from a small place in North Carolina.

## Session Eight

**Session Discipline:**

Prayer

**Session Verse/Passage:**

1 Timothy 2:1-2

**Session Purpose:**

To pray for the needs of the world we live in

### Preparation:

- Secure several copies of current major newspapers. You can gather several from different days, or many from the same day.
- Clear an area in your meeting room to post articles and prayer lists.
- Paper and pens for students to write on.
- Have scissors, tape or push pins available.

### Session Teaching Plan:

- **Step One – 5 minutes** ó After students arrive, tell them they will be participating in an exercise that will encourage them to pray for the world around them. Read 1 Timothy 2:1-2 and say, “Scripture tells us to pray for everyone and the world around us. Today we are going to practice how to do that.”
- **Step Two – 25 minutes** ó Distribute copies of the newspapers, breaking students up into groups of 4-5 each. Also, make sure each group has some paper and a pen. Say “Today I want you to find stories of individuals or of people groups that need prayer of some kind. Cut out the article and write out as many prayer needs as you can find that are needed for that person, or people group. Make sure you look for ways to pray not only for a person or persons’ physical needs but how you can pray for their spiritual needs.” Encourage students to look for stories about local needs, local people and groups that are hurting, homeless or in some sort of major need. Also encourage them to find stories of people from far away that also need prayer.
- **Step Three – 20 minutes** ó Have students stand up and explain the story they have found (without reading the article) to the group. Then have them tell the group what ways they can pray for the persons involved in the article. Have them post the article along with the prayer sheet on the wall for everyone to see. At the end of each presentation have the group pray out loud for the article they have found.
- **Step Four – 5 minutes** ó Ask the students “How did it feel to pray for other people that have serious needs? Why is it hard to remember to pray for others? In what ways can you continue to pray for the needs of others?”
- **Step Five – 10 minutes** ó Ask students to get back into their groups and close in prayer.



## Session Nine

<b>Session Discipline:</b>	Evangelism
<b>Session Verse/Passage:</b>	2 Timothy 1:5-9
<b>Session Purpose:</b>	To remind students of their spiritual roots and encourage them to share their faith.

### 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. Pens or pencils should also be provided.
- Make copies of both spiritual family trees for each person. It would be helpful if you filled out the first family tree (looking backwards) before the session, so you will be prepared to help students in filling out their own.

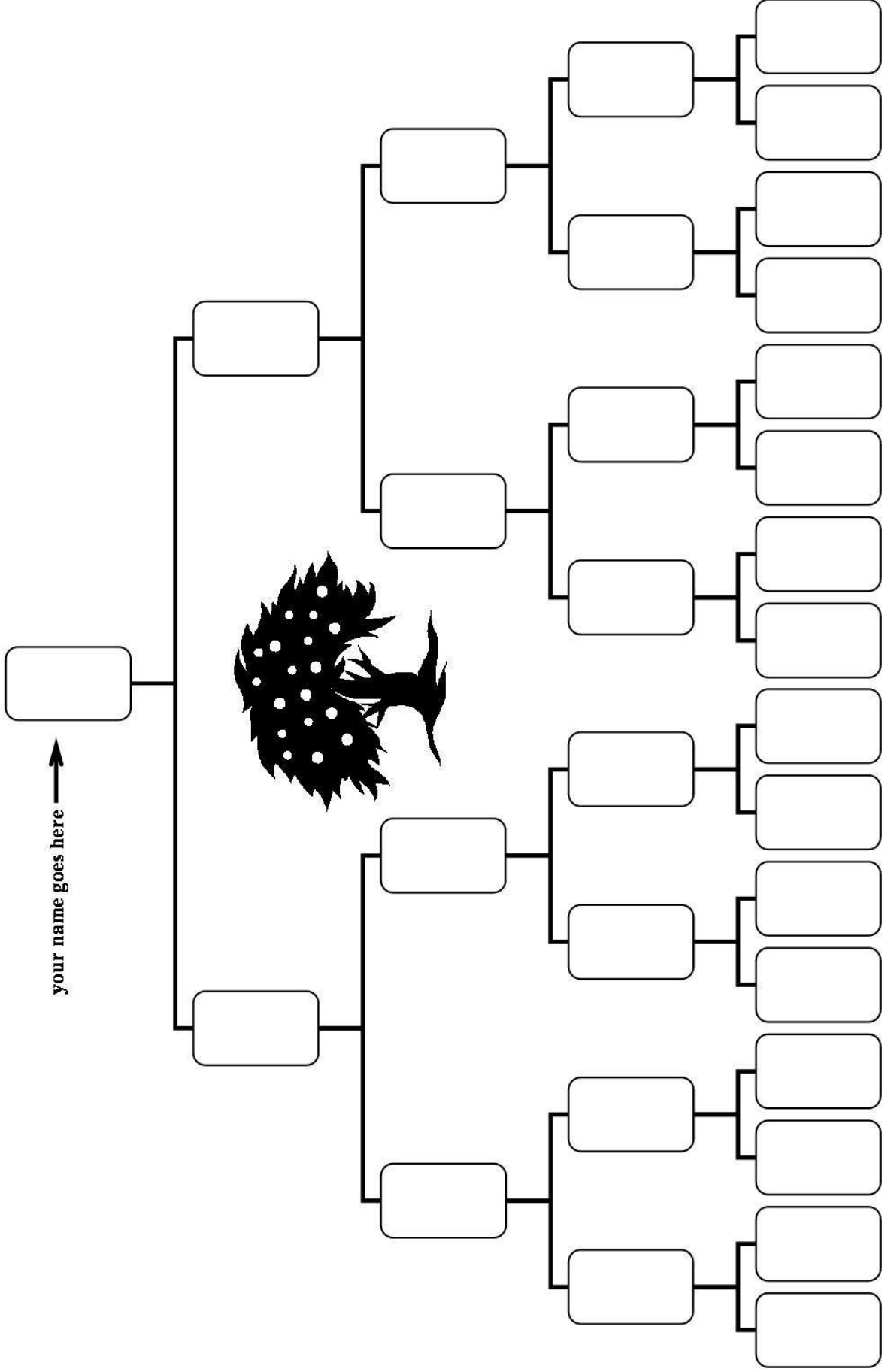
### Session Teaching Plan:

- **Step One—10 min.** After students arrive, tell them that they will be learning about the discipline of evangelism. Read 2 Timothy 1:5-9. Tell them that just as they all have a physical family tree, they also have a spiritual family tree and today they are going to learn more about their own. Take time to share your salvation story with an emphasis on the people who were instrumental in bringing you to faith. Share about the people who were influential in their spiritual lives as well (your spiritual grandparents).
- **Step Two—25 min.** Distribute copies of "My Spiritual Family Tree (looking backwards)" to each student. Divide the students into small groups of two or three. Instruct them to each share about the people who God used to bring them to faith in Christ and who have helped them to grow in faith. Have them work on filling out their spiritual family tree. Give specific instructions and use your spiritual family tree to explain the process. (Ask them to write their own name in the first box, then write the names of two people who were influential in bringing them to Christ in the next two boxes. Ask them to go back as far as they can. They may only know one generation back. If so, challenge them to find out more so they can fill in the boxes.) When they have finished, discuss the visual impact of the tree. Try to help them understand how God has used the faithfulness of many people to bring them to where they are today. They are connected to a long line of faithful Christians.
- **Step Three—20 min.** Distribute copies of "My Spiritual Family Tree (looking forwards)" to each student. Ask them to write their name in the box at the bottom of the page. Remind them that it is their responsibility to carry on the faith by sharing it with others. They have the opportunity and responsibility to become a spiritual parent as well. Instruct the students to write in the next two boxes the names of two people they have either led to Christ or want to share their faith with. After this point, the students may not be able to fill in many or any more of the boxes. Ask them to look at the tree and imagine the reality of the future influence their lives could have.
- **Step Four—5 min.** Close with a time of guided prayer. Ask the students to thank God for the people who have brought them to Christ and helped them on their

spiritual journey of faith. Then ask them to pray specifically for the people they need to share Christ with. Have them pray for opportunity and courage to share. Close the time of prayer yourself by voicing a prayer asking God to help the students be faithful in sharing Christ.

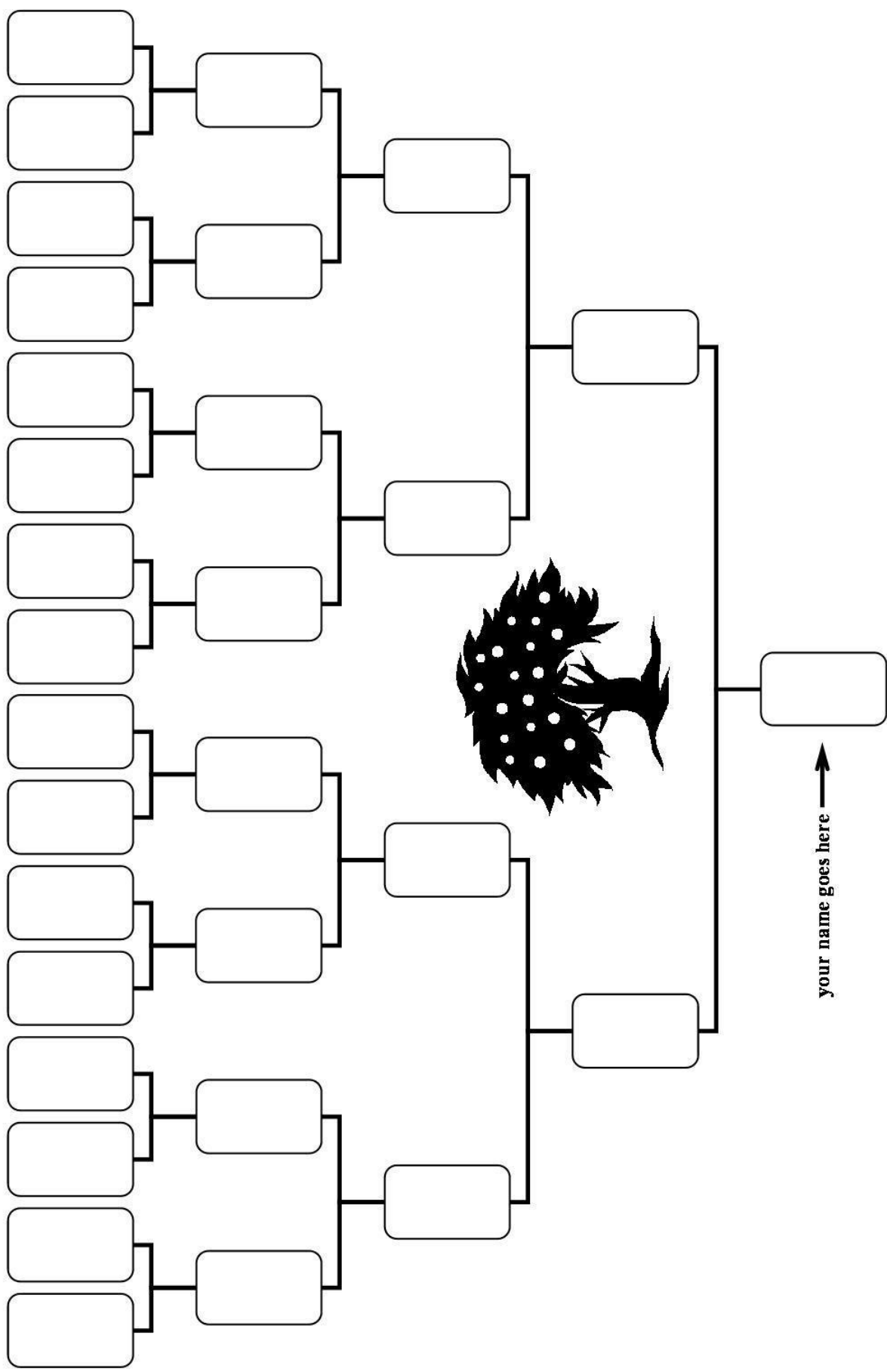
# MY SPIRITUAL FAMILY TREE

LOOKING BACKWARDS



# MY SPIRITUAL FAMILY TREE

LOOKING FORWARDS



your name goes here →

## Session Ten

<b>Session Discipline:</b>	Meditation
<b>Session Verse/Passage:</b>	1 Kings 19:11-15
<b>Session Purpose:</b>	To understand the importance of solitude when meditating on God and His Word.

### 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.
- Print a copy of the "SOAP" handout and the "Distractions" handout for each student. Have pens available for each student as well.
- Secure several real life noise distractions that can hinder our walk with God, i.e. cell phone, stereo, TV, people talking in conversation, etc. for the closing illustration.
- Secure a few students who have been using the SOAP method to journal and meditate on Scripture to share a testimony.

### Session Teaching Plan:

- **Step One – 15 min.** Begin by refreshing your students on the SOAP method. "SOAP: Scripture (reading and write it in your journal). Observation (what did you observe, write the scripture in your own words). Application (SPACE: Sin to confess, Promise to claim, Attitude to change, Command to obey, Example to follow). Prayer (Communicate to God about your observations and applications)." Hopefully most of your students will already be familiar with SOAP by being introduced and challenged to use it in Session 2. Then, have the pre-enlisted students share personal testimonies of how the SOAP method has helped them meditate on God and His Word.
- **Step Two – 20 min.** Have students break up into groups of two (three will be fine if you have an extra person). Pass out a copy of the SOAP handout and pen to each student. The passage the students will use the SOAP method on will be **1 Kings 19:11-15**. Here's where the catch comes in! a couple of minutes into their time of meditating on Scripture use a few of the real life noise distractions you collected such as a stereo and a TV. You may even play a movie (Make sure it is appropriate). Regardless, turn the distractions on and turn them up!
- **Step Three – 10 min.** After the allotted time is up turn off the noise distractions and ask students to share their observations and applications from the passage. Ultimately their observation should center on the fact that sometimes when God speaks to us it is like a whisper. In discussing the application section ask the students, "If sometimes, when God speaks to us in a whisper what do we need to be careful to do?" Through this discussion they should come to recognize the dangers of distractions when meditating on God and His Word.
- **Step Four – 10 min.** Have students get back into their groups of two or three. Pass out a copy of the Distractions handout to each student and have each group work on the handout together.
  - While students are working on the Distractions handout begin setting up your closing illustration (See on the next page).

- ***Step Five – 5 min.*** CLOSING ILLUSTRATION: Have all the distractions placed up at the front of the room. You will need some adults to help coordinate this for you. You can enlist a few students if you don't have enough adults. (You need a few to control the equipment, a few to have a conversation with each other, and one to talk on the cell phone). When the students are done working on the distractions handout, call their attention to the front of the room. Have your adults begin their distraction. During this process stand behind the distractions and begin reading Psalm 119:1-16. As you progress through the verses, one by one, have the distractions end until it is completely silent except you reading the verses. You can decide with your adults when to end each distraction, but make sure that you read Psalm 119:15-16 during the silent part of the illustration at the end. It reads, "I meditate on your precepts and consider your ways. I delight in your decrees; I will not neglect your word." Close by saying "You cannot properly meditate and delight in God's words when have not removed all your distractions. Take time everyday this week to remove your distractions and meditate on God and His Word." Close in prayer.

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# **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.

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**S—Scripture:** \_\_\_\_\_

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\_\_\_\_\_

**O—Observation:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**A—Application:** \_\_\_\_\_

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\_\_\_\_\_

**P—Prayer:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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## **DISTRACTIONS**

*“Let us fix our eyes on Jesus, the author and perfecter of our faith...” - Hebrews 12:2*

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Make a broad and general list of all the things in life you would consider to be distractions for people who desire to pursue God.

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Take the list from above and personalize it. In order from 1 to 10 list the top 10 distractions that prevent you from seeking God the way you know you need to.

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After taking the time to identify some real life distractions in your life write down a game plan in what you specifically will do to remove these distractions from your life.

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## Session Eleven

<b>Session Discipline:</b>	Ministry
<b>Session Verse/Passage:</b>	I Thessalonians 5:11, Matthew 20:28
<b>Session Purpose:</b>	Find out needs for your local school and help meet those needs.

### Preparation:

- Call your local school administration and ask what pressing needs they may have. Find out ways you can assist at your local school, especially at the time your group meets.
- Also, students will create appreciation packets for teachers in their school. Let each student select one teacher they currently have. Have students bring items to put in their packets, be sure to remind them the week before to bring items.
- Gather items for your appreciation packets, and the bags to put them in. You can use anything from large mailing envelopes, to grocery bags, to gift bags. Have room ready to sort and pack packets.
- NOTE: At the conclusion of today's session, distribute a "Fast Permission Letter and Parental Waiver" to each student. This will need to be signed by a parent and returned for next week's session on fasting

### Session Teaching Plan:

- **Step One – 15 minutes** ó Remind your students how we, for our purposes in Sumphero, are defining the four locations that Jesus spoke of in Acts 1:8: Jerusalem ó family, Judea ó church, ***Samaria – school***, and World ó community. Read I Thessalonians 5:11 and discuss with your group the importance of encouraging others and meeting the needs of others in our community. Say, "As we serve our teachers today, how is it an encouragement to them? What do you think it feels like to be encouraged?" Read then Matthew 20:28 and ask "Why did Jesus come to serve? How can we show Jesus' love to others by serving them?" Finish by praying for the teachers and praying over the material you brought to put into the packets.
- **Step Two – 45 minutes** ó Work together as a group stuffing the packets for each individual teacher. You may want to have students write individual notes to the teacher. Students may also want to decorate the teacher's packets as well. If time allows you may want to deliver the bags to school, or prepare them to be delivered by a designated person within the next few days. NOTE: If your time together can be extended, you may want to fulfill the request of your local school administration (from point one of Preparation). If the administration's request is something that will take more than one work period or some lengthy time of fundraising or gathering materials, then use this time as a kick-off for that activity. ***[Don't forget to distribute a "Fast Permission Letter and Parental Waiver" to each student. This will need to be signed by a parent and returned for next week's session on fasting.]***



Dear Parent,

First let me say, thank you, for letting your child participate in the Sumpher 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 Sumpher group leader.

Thank you!



My child, \_\_\_\_\_, has permission to participate in  
the Sumpher Youth Discipleship fast.

\_\_\_\_\_  
(Parent or Guardian)

## Session Twelve

<b>Session Discipline:</b>	Fasting
<b>Session Verse/Passage:</b>	Psalm 51, Romans 6:11-14, Gal. 5:1
<b>Session Purpose:</b>	To overcome the stronghold of sin through means of fasting and prayer

### Preparation:

- Buy or gather 4 oranges (do not peel them) for opening illustration/game.
  - Optional: buy/download the video clip "Wake Up" or "Galatians 5:1" from [www.worshiphousemedia.com](http://www.worshiphousemedia.com) (they will cost anywhere from \$12 to \$15).
- Print off and cut out "Fasting Commitment Cards."
- Print off the "Fasting Sign-up Sheet" and set it on a table at the back of the room along with the "Fasting Commitment Cards."
- Print off and make copies of "Dealing with Sin" student handout.
- Gather some pens and have them available for students.
- Have a meditative song ready to play (Example: "Beauty of Simplicity" by Telecast or "You Alone" by Casting Pearls).

### Session Teaching Plan:

- **Step One – 15 min.** As students arrive, collect the signed Parental Waivers (you should have distributed these last week). After all waivers have been gathered up
  - **Option 1:** Play the "Wake Up" video by Visual Reality or the "Galatians 5:1" video by Highway Video. Following the video ask for 4 volunteers (make sure that they are not allergic to oranges, you never know). Give each volunteer an orange. It is a race to see who can peel their orange and eat it in the shortest amount of time (do not let the game last longer than 2 minutes, be prepared to say "time"). After the mess is cleaned up say, "Sometimes our hearts become just like these oranges. They become deaf or hardened to the conviction of the Holy Spirit over the sin in our lives. The longer we continue in sin, the tougher it is to get rid of it." This week we will be fasting over the sin that has taken root in our lives and is affecting our walk with Christ. Today is your wake up call or your call to be free.
  - **Option 2:** Same as option 1, but with out the video. Begin by asking for 4 volunteers and having the orange eating contest.
- **Step Two – 25 min.** Have students get into groups of 3 or 4. After all students are in a group, have the students turn in their Bibles to Psalm 51, and while they are doing that, have one student from each group come get copies of "Dealing with Sin" student sheets and pens for everyone in their group. Explain that Psalm 51 was the psalm that David wrote after he was convicted over his sin with Bathsheba. Ask a student to read Psalm 51. After the student finishes reading, have the students work as groups to answer the questions and look up the verses on the "Dealing with Sin" handout. After every group has finished, have each

group share what their passage shows us about how God views sin or how to deal with our sin.

- ***Step Three – 20 min.*** Say, “Now that we see how God views sin in our lives and how we see the need to repent from our sin, we are going to take a few minutes to get alone and ask the Lord to search our hearts and reveal to us sin that we still need to repent or turn from.” Have students who are serious about fasting over their sin go sign the “Fasting Sign-up Sheet”, pick up a “Fasting Commitment Card”, and find a solitary place in your meeting room where they can get alone with God. (All other students should spend time praying.) Tell the participants that as the music plays they need to seek the Lord and write down a sin that they will fast over this week and the day that they will be fasting. When the song finishes make sure that every student has completed their fasting commitment card and make sure everybody has a specific day that they will be fasting over their sin. Remind them that fasting means they can’t eat or drink anything but water. Also remind them that the fast will begin at 6:00PM the day before and will end at 6:00PM on the day of the fast. Ask a student to dismiss in prayer and to pray for those who will be participating in the fast.

## MY COMMITMENT CARD

I AM MAKING A COMMITMENT TO FAST FOR ONE ENTIRE DAY THIS WEEK TO BREAKDOWN ANY STRONGHOLDS THAT SIN HAS IN MY LIFE AND TO ASK GOD TO GIVE ME A PURE HEART.

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(SIGN HERE, IF YOU ARE SERIOUS ABOUT THIS COMMITMENT)

IT IS FOR FREEDOM THAT CHRIST HAS SET US FREE. STAND FIRM, THEN AND DO NOT LET YOURSELVES BE BURDENED BY A YOKE OF SLAVERY  
- GALATIANS 5:1 -

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- GALATIANS 5:1 -

# Fasting Sign-up Sheet

**Fasting from: food**

**Fasting for: repentance from the sin in our lives**

By signing this document you are agreeing to fast from food; this means that from 6:00p.m. on the day before the fast, until 6:00p.m. on the day of the fast you should eat nothing and drink only water. Remember you are fasting for the purpose of turning over un-repentant sin to God, so that Christ can be Lord over every aspect of our lives.

<b>Name</b>	<b>Day of Fast</b>



**IN THIS PASSAGE, WHAT IS GOD REVEALING TO YOU ABOUT SIN OR THE *HEART OF GOD* CONCERNING YOUR SIN**

**GROUP ONE: (Psalm 51:1-4)**

Have mercy on me, O God,  
according to your unfailing love;  
according to your great compassion  
blot out my transgressions.  
Wash away all my iniquity  
and cleanse me from my sin.  
For I know my transgressions,  
and my sin is always before me.  
Against you, you only, have I sinned  
and done what is evil in your sight,  
so you are proved right when you speak  
and justified when you judge.

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**GROUP TWO: (Psalm 51:10-12)**

Create in me a pure heart, O God,  
and renew a steadfast spirit within me.  
Do not cast me from your presence  
or take your Holy Spirit from me.  
Restore to me the joy of your salvation  
and grant me a willing spirit, to sustain  
me.

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**GROUP THREE: (Rom. 6:11-14)**

In the same way, count yourselves dead  
to sin but alive to God in Christ Jesus.  
Therefore do not let sin reign in your  
mortal body so that you obey its evil  
desires. Do not offer the parts of your  
body to sin, as instruments of  
wickedness, but rather offer yourselves  
to God, as those who have been  
brought from death to life; and offer the  
parts of your body to him as instruments  
of righteousness. For sin shall not be  
your master, because you are not under  
law, but under grace.

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## Session Thirteen

**Session Discipline:** Scripture Memory

**Session Verse/Passage:** Ephesians 6:1-20

**Session Purpose:** To lead students to memorize an entire passage of scripture.

### Preparation:

- Have copies of the Ephesians 6:1-20 hand out available (from Session Five). Make enough copies for each student to have one.
- **LEADER'S NOTE** – Back in Session 5, your students were challenged to memorize Ephesians 6:1-20. This is one of the three remaining designated sessions for practicing Scripture Memory (Sessions 13, 21, and 29). Each of these sessions is meant to be utilized in helping with the memorization of this passage. It is strongly recommended that you find a few minutes for reviewing these verses at the beginning or end of each of the remaining sessions (14-32). *Many leaders will want to skip these memorization sessions and avoid this process altogether, but your students NEED this challenge! Scripture memory is absolutely vital to spiritual growth. Please consider doing the hard work of equipping and accountability in this regard. You will not regret it.*

### Session Teaching Plan:

- **Step One – 60 min.** This session is simply dedicated to the giving students time to work together on memorizing Ephesians 6:1-20. Use the following instructions from Session Five to help students internalize the passage:
  - Direct the students to look at the hand out. Say, “Beside each verse is a picture, drawing, or photograph. These are intended to be visual reminders or “memory kick starts” to the content of each verse. You may or may not want to use them, but pictures help us remember and organize information. Eventually, you should be able to quote the passage looking at the pictures only. By the end of the year you should be able to quote Ephesians 6:1-20 without any help at all.” Encourage students to begin the memorization process. Have them partner up with another person and practice the first verse or two. Ask students to practice their memory skills by folding the hand out in half, from top to bottom. Looking at only the pictures, see how far they can get into the passage without a mistake.

## Session Fourteen

<b>Session Discipline:</b>	Worship
<b>Session Verse/Passage:</b>	Isaiah 6:1-8
<b>Session Purpose:</b>	To introduce elements of worship to students and allow them to plan their own worship service.

### Preparation:

- Decide what kind of worship service your students will lead. (Possible options: Regular Sunday morning or evening service for the whole church; a mid-week youth worship service; or plan to have a worship service during the regular Sumphero time)
- Secure permission from appropriate church leadership for this worship service. *The worship service should be scheduled to take place shortly after Sumphero, Session 19.* However, plan the date and time now, so the students can put it on their calendar during this session.
- Provide paper and pens/pencils for each student. Make enough copies of the included, **Worship Planning Guide**, for each student to have one.
- If your church provides an outline of the worship service in your Sunday bulletin, provide one of these for each student. If this is not available, ask your church's worship leader to provide you with a sample worship service outline. Make copies for each student.
- If available, set up a white board (or chalkboard) in your room. Have dry-erase markers (or chalk) and an eraser on hand. If not available, use the paper and pens/pencils.

### Session Teaching Plan:

- **Step One—15 min.** After students arrive, tell them that they will be learning about the discipline of worship today, but with an added bonus! Not only will they learn about worship, they will plan and prepare to actually lead a worship service for the church/youth group. Have students open their Bibles to Isaiah 6:1-8. Say, "Isaiah had an encounter with God that shows us what true worship is about." Read the passage out loud. Say, "Worship has two basic elements: revelation and response. God reveals himself to us and we respond to God." Ask them what God revealed in the passage (power, holiness, glory, love, compassion, mercy, His purpose/plan, etc). Ask them how Isaiah responded to God (praise, guilt/conviction of sin, prayer, willingness to obey, etc).
- **Step Two—10 min.** Say, "Now let's think about our church's typical Sunday morning worship service." Ask them to tell you the typical elements of your worship service in order. You can write these on the board if you have one. Distribute copies of your church's worship outline and compare. Ask them which elements are "revelation" (eg. Bible readings, sermons, songs, testimonies, etc) and which elements are "response" (eg. prayers, songs, offering, invitation, announcements, etc.). Ask students to share the elements of worship that are most meaningful to them and why.
- **Step Three—35 min.** Tell the students that they now have the exciting opportunity to plan a worship service which they will then lead on the date selected. Give each student a worship planning sheet. You may want to choose a theme for your worship service (I recommend you choose this yourself before the session, in order to save time; a theme can give direction to the service and help in choosing specific songs, bible verses, and message). Ask students to look at the worship planning sheet and choose the elements they want to include in the worship service (the sheet is only a guide; feel free to add to the list any other elements the students choose). Guide the students in choosing the specific items in each element (for example: worship songs, bible verses, message text/topic, types of prayers, style of offering, etc). Once the elements are in place, assign students to be responsible for preparing and leading them. Let them know you will offer

any help they need in preparation. This may require extra meetings to insure adequate preparation. If possible, have students lead the music and bring the message/devotion. This is a good opportunity to let students called to the ministry gain leadership experience. At the least, involve students in Scripture readings, prayers, offering, and any testimonies that might be shared. Once assignments are made, make sure everyone involved in leading the worship service knows dates, times, and responsibilities. Close your session in prayer for God's leading and blessing on the worship service.

## WORSHIP PLANNING GUIDE

Date of Worship Service: \_\_\_\_\_

Theme: \_\_\_\_\_

Elements:

Prayers

Opening

Offering

Confession/Forgiveness

Intercession for lost/sick

Closing

Songs

Congregation hymns/choruses

Solo/group

Sermon/devotional

Scripture Reading

Offering

Announcements

Drama/video

Invitation/response

My assignment: \_\_\_\_\_

## WORSHIP PLANNING GUIDE

Date of Worship Service: \_\_\_\_\_

Theme: \_\_\_\_\_

Elements:

Prayers

Opening

Offering

Confession/Forgiveness

Intercession for lost/sick

Closing

Songs

Congregation hymns/choruses

Solo/group

Sermon/devotional

Scripture Reading

Offering

Announcements

Drama/video

Invitation/response

My assignment: \_\_\_\_\_



## Session Fifteen

<b>Session Discipline:</b>	Bible Study
<b>Session Verse/Passage:</b>	1 John 1:5-10
<b>Session Purpose:</b>	To engage students in a small group Bible Study on the confession of sin.

### 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.
- Print and distribute a copy of *“The P’s and Q’s Bible Study Method”* to each student. Familiarize yourself with the steps of this Bible study method, as you will be leading students through the process. Have pens available for each student as well.
- Print and distribute a copy of *“The Sin Handout”* to each student.
- Secure several (at least 5, if possible) translations of the Bible. Have them available for students during the study time.
- *A Head’s Up for Next Week (Session 16):* Assign every student a different country (or if group is large, you might assign them each a different school, town, state, etc.). If group is smaller, the adults might also research a different country. Instruct them to spend this week researching that country (or other) to find out what prayer needs they have. Challenge them to find out physical needs, spiritual needs (find out what they believe in that land, who do they worship, how sold out to their faith or even if it is not the truth- are they, do they need missionaries there or are some already in place [check [www.IMB.org](http://www.IMB.org)]

### Session Teaching Plan:

- **Step One – 45 min.** As students arrive, distribute a copy of the *“The P’s and Q’s Bible Study Method.”* Say, *“This week we will use the P’s & Q’s Method of Bible study to examine our need to confess our sin. We will be examining 1 John 1:5-10.”* Divide the students in groups of three or four. Tell them they will work in these groups for 45 minutes to complete the study. Be available to answer their questions in regards to the passage as well as to the method of study.
- **Step Two – 13 min.** Say, *“Today we have studied about our need to confess our sin to God. It only makes sense that before we leave we take part in this essential discipline.”* The next 10 minutes needs to be a time of solitude—no groups! Pass out the sin handout for them to fill out. Tell them to follow the instructions provided on the handout.
- **Step Three – 2 min.** Have them get in groups of 2-3 to close in prayer thanking God for His grace and forgiveness!

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# The P's and Q's Bible Study Method

**P's** — Principles — Write down the principles that the passage teaches. Go verse by verse.

**Q's** — Questions — Answer the following questions in regard to the principles you discovered in the passage.

- A. What sin do I need to confess?
- B. What example do I need to model?
- C. What command do I need to obey?

**Application** — Upon answering the questions, what specific action do I need to take?

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**The Learned Principles:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Questions**

Sin to confess: \_\_\_\_\_  
\_\_\_\_\_

Example to model: \_\_\_\_\_  
\_\_\_\_\_

Command to obey: \_\_\_\_\_  
\_\_\_\_\_

**Application:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Learned Principles:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Questions**

Sin to confess: \_\_\_\_\_  
\_\_\_\_\_

Example to model: \_\_\_\_\_  
\_\_\_\_\_

Command to obey: \_\_\_\_\_  
\_\_\_\_\_

**Application:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Learned Principle:** \_\_\_\_\_

\_\_\_\_\_

**Questions**

Sin to confess: \_\_\_\_\_

\_\_\_\_\_

Example to model: \_\_\_\_\_

\_\_\_\_\_

Command to obey: \_\_\_\_\_

\_\_\_\_\_

**Application:** \_\_\_\_\_

\_\_\_\_\_

**The Learned Principle:** \_\_\_\_\_

\_\_\_\_\_

**Questions**

Sin to confess: \_\_\_\_\_

\_\_\_\_\_

Example to model: \_\_\_\_\_

\_\_\_\_\_

Command to obey: \_\_\_\_\_

\_\_\_\_\_

**Application:** \_\_\_\_\_

\_\_\_\_\_

**The Learned Principle:** \_\_\_\_\_

\_\_\_\_\_

**Questions**

Sin to confess: \_\_\_\_\_

\_\_\_\_\_

Example to model: \_\_\_\_\_

\_\_\_\_\_

Command to obey: \_\_\_\_\_

\_\_\_\_\_

**Application:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## MY SIN

*“For I know my transgressions, and my sin is always before me.” - Psalm 51:3*

### Sins of Commission

Sins of commission are the things we do that **are not** a part of God's plan for us. List out any sins of commission that have been a struggle for you. Be specific and try to avoid generalities.

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### Sins of Omission

Sins of omission are the things that we don't do that **are** a part of God's plan for us. List out any sins of omission that have been a struggle for you. Again, be specific.

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### Personal time of Confession — Psalm 51:1-15

Make this passage of Scripture your personal prayer of confession to God . Personalize the passage of scripture by substituting your name for the pronouns that are in reference to David (i.e. I, me, or my).

- 1 Have mercy on **me**, O God, according to your unfailing love; according to your great compassion blot out **my** transgressions.
- 2 Wash away all **my** iniquity and cleanse **me** from **my** sin.
- 3 For **I** know **my** transgressions, and **my** sin is always before **me**.
- 4 Against you, you only, have **I** sinned and done what is evil in your sight, so that you are proved right when you speak and justified when you judge.
- 5 Surely **I** was sinful at birth, sinful from the time **my** mother conceived **me**.
- 6 Surely you desire truth in the inner parts ; you teach **me** wisdom in the inmost place.
- 7 Cleanse **me** with hyssop, and **I** will be clean; wash **me**, and **I** will be whiter than snow.
- 8 Let **me** hear joy and gladness; let the bones you have crushed rejoice.
- 9 Hide your face from **my** sins and blot out all **my** iniquity.
- 10 Create in **me** a pure heart, O God, and renew a steadfast spirit within **me**.
- 11 Do not cast **me** from your presence or take your Holy Spirit from **me**.
- 12 Restore to **me** the joy of your salvation and grant **me** a willing spirit, to sustain **me**.
- 13 Then **I** will teach transgressors your ways, and sinners will turn back to you.
- 14 Save **me** from bloodguilt, O God, the God who saves **me**, and **my** tongue will sing of your righteousness.
- 15 O Lord, open **my** lips, and **my** mouth will declare your praise.

## Session Sixteen

**Session Discipline:**

Prayer

**Session Verse/Scripture:**

John 17:6-19

**Session Purpose:**

To engage students in praying with purpose, by praying for specific needs of someone and/or some land, based on needs that have been discovered by research.

### Preparation:

- *The Week Before:* Assign every student a different country (or if group is large, you might assign them each a different school, town, state, etc.). If group is smaller, the adults might also research a different country. Instruct them to spend this week researching that country (or other) to find out what prayer needs they have. Challenge them to find out physical needs, spiritual needs (find out what they believe in that land, who do they worship, how sold out to their faith ó even if it is not the truth- are they, do they need missionaries there or are some already in place [check [www.IMB.org](http://www.IMB.org)])
- Every student will need a Bible.
- Each student will need paper (to write down the needs for each country assigned the week before).
- Each student needs to have a pen or pencil. Today may be a good day to have tables for the students.

### Session Teaching Plan:

- **Step One - 10 min.** Have everyone turn to John 17:6-19. After someone reads aloud, instruct students that Jesus is praying for His disciples and this prayer is for us now, as well. We are His disciples. Guide the students to notice what Jesus says to the Father as He prays, and how that relates to us. Discuss what the students heard Jesus say and how it can relate to them.
- **Step Two - 40 min.** Have each student report about their country while everyone else takes notes on each country or town, etc. As each student finishes their report, have that student stop and pray for their particular country. Continue until all students have shared. If group is smaller, adults should also have information on a country to report & pray.
- **Step Three - 10 min.** Spend this time praying for our country, community, church, families, etc. Challenge students to continue praying for the countries, etc. that they have notes on as they go throughout their week. Dismiss.

## Session Seventeen

<b>Session Discipline:</b>	Evangelism
<b>Session Verse/Passage:</b>	1 Peter 3:15; Acts 4:12-13, 19-20
<b>Session Purpose:</b>	To give students the opportunity to practice sharing the gospel through their personal story of faith in Christ.

### Preparation:

- Make copies of the "My Story" handout for each student.
- Print off the sheet entitled "The Bus & Scenarios" and have on hand for a group activity.
- Enlist a student to write their story, in advance on the handout, and who would be willing to start the session off by telling their story of coming to faith in Christ.

### Session Teaching Plan:

- **Step One – 5 min.** Ask a student to read 1 Peter 3:15 out loud to the group. Ask them what the main point of the verse is. Remind them that before we can give an answer to anyone, we must set Him apart as Lord. Our conversion is the only prerequisite to telling others about Jesus. Not a degree or seminary, but a changed life. Every Christian has that.
- **Step Two – 5 min.** Explain to the group that one of the students has agreed to tell their story of how God has changed his or her life. Have the student give his/her testimony at this time to serve as an example to the other students.
- **Step Three – 15 min.** Go over the "My Story" handout with the students. Explain to them that everyone's story has three basic parts. First, we have events or circumstances in our lives that make us aware that we need Jesus as our Savior. Second, we respond to Him in faith and repent of our sin. Third, He changes our lives and makes us more like Him each and every day. Really focus in on what God is doing in their lives now. Too often we have relegated the Christian testimony to include only the day we "walked the aisle" or "prayed a prayer." The true power of a testimony is what God is doing now, not just what happened long ago. The conversion is just the beginning. Give the students about 10-15 minutes to write their story and ask them to do it in as much detail as possible.
- **Step Four – 10 min.** Ask a few of your students to follow the lead of the first person who shared their story. Explain to them that there is no such thing as a closet Christian. Remind them that the only thing that a non-Christian cannot argue with them about is their personal experience. They can make a lot of accusations against the Bible or the historical resurrection of Jesus. And even though those accusations are not true, they cannot argue with a changed life. A person's story is unique and a changed life speaks volumes to non-Christians. After 2-4 of your students have shared, praise them for their courage.
- **Step Five – 20 min.** Use the included sheet "The Bus & Scenarios" to do a role play designed to teach the students to share Christ using their story. Enlist two students to play the key roles. One will be a Christian who is already on "the bus." Set up two chairs to represent two seats on a bus. Instruct the non-Christian to look at one of the scenarios and choose the kind of person he/she wants to be for the role play. Have this person enter the "bus" and sit down beside the Christian.

Challenge the Christian to share his/her story, using the three different parts (although not necessarily verbalized as three parts) to tell the story of the love of Jesus. Make sure the non-Christian sticks to his/her scenario, but ask them not to be impossible. This should be a lot of fun.

- ***Step Six – 5 min.*** Have the students turn to Acts 4. Ask one student to read verses 12-13 and another to read verses 19-20. Say, “If God has changed your life, you will have a hard time keeping quiet about it. Perhaps the most natural thing you can do when talking with another person is to simply tell your story.” Close in prayer and dismiss.

# MY STORY

If you are a Christian, then you have a story to tell. Your story is unique to you. It is the only thing that cannot be disputed by others. Only you and God know what has truly happened in your heart and life, so the personal story is very powerful. Because each story is different, it is hard to narrow down the different parts of what God has done in your life. But there are three basic things that comprise your Christian testimony. Take a few moments to write out, with specific details, what God has done in your life.

**1) *What events and circumstances made you aware that you needed Jesus as your Savior? In other words, what was life like before you trusted Christ for your salvation?***

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**2) *Describe what happened when you put your trust in Jesus. Include things such as the date or approximate date, setting, person or people who helped you in committing your life to Christ, and what you immediately thought and felt.***

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**3) *Explain how your life has changed since you accepted Christ. Try to focus on what He is currently doing in your life (the way He has changed your desires, thoughts, actions, etc).***

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# THE BUS

*Below are a few scenarios to give the students who role-play as the non-Christian during this activity. There are no rules that say the person must have a scenario in their mind ahead of time, but sometimes it helps to encourage more participation.*

**\*Scenario #1** – You believe in basic, new age paganism. This means that you believe that God is everything and everything is God. You believe that all roads lead to heaven. There is not just one way that could possibly be the only right way. You believe the best about everyone. No one is really bad. You also believe that a good God would not send anyone to hell, thus everyone will end up in heaven.

**\*Scenario #2** – You are an atheist. You do not believe that God even exists. You simply believe that when people die they cease to exist. You think that Jesus was a good man and that he taught some good things. But he was not God or the son of God. Life is all about treating people right and then dying. There is no such thing as heaven and hell. You really need to see some proof to believe that God really exists. You are a long way from buying this Jesus stuff.

**\*Scenario #3** – You say that you are a Christian. But really, you are not trusting Jesus for your eternal security. When it comes right down to it, you have gone to church all your life and you have even “prayed the prayer.” In fact, you “walked the aisle” when you were 10 years old. But if someone asks you how you can know that you are going to heaven, you say that you just have to be a good person. You say it just depends on how you have treated people and if you have done good things, including reading your Bible and going to church. But you really do not understand what it means to have a relationship with Jesus.

*\*Other Possible Scenarios – Other usable scenarios include having someone play a Muslim, Hindu, Mormon, Jew, witch, Jehovah’s Witness, or just a good ol’ boy.*

## Session Eighteen

**Session Discipline:** Meditation

**Session Verse/Passage:** Psalm 30:5

**Session Purpose:** To lead students to not only listen, but to hear the songs and find scriptural truths, and applicable meanings for their lives = meditation!

### Preparation:

- Secure a copy of Christ Tomlinø CD entitled "See The Morning," copyright 2006, Sparrow Records.
- Secure a CD player or some type of method to play songs so all can hear.
  - **Option:** if you have a large group. You might secure four copies of Tomlinø CD and also secure four CD players.
- Copy enough of each of the lyrics sheets so that every student and adult can have a copy.
- Each student will need a Bible and a pen or pencil to make notes on each song sheet.
- It would also be good to have a couple of Bible concordances on hand for students to do some quick searches.

### Session Teaching Plan:

- **Step One - 10 Min. [per song] = Total 40 Min.** Hand out copy of first song to students, and instruct them to really listen as the song is played. Direct them to underline words that mean something to them or that "jump out at them." Have them also look for truths that they recognize as scriptural ó have them note that too. Finally, ask them to listen for what they can apply to their personal lives.
  - After the first song concludes allow students time to meditate on the song. Have students find scripture that goes along with the truths in the song.
  - Have them write out any applications for their lives they might have heard.
  - After completing this, hand out the copy of second song and do the same as the first song. Continue until all four songs have been listened to and meditated upon.
- **Step Two - 20 Min.** Beginning with the first song, have students discuss what they heard, noted, etc. What stood out? What scriptural truths were in the song and where in the Bible were they found? What applications did they hear? After discussing all four songs, dismiss with prayer.
  - **Option:** If you have a large group, you might split into 3 or 4 groups (each group with their own CD and player) and proceed as instructed. After all four have been listened to and meditated on, come back together for discussion, or have each group discuss it in their groups.

*How Can I Keep From Singing Your Praise*

(Traditional, Adapted by Chris Tomlin, Matt Redman, & Ed Cash, Copyright 2006, sixsteps Music)

There is an endless song  
Echoes in my soul  
I hear the music ring  
And though the storms may come  
I am holding on  
To the rock I cling

How can I keep from singing Your praise  
How can I ever say enough  
How amazing is Your love  
How can I keep from shouting Your name  
I know I am loved by the King  
And it makes my heart want to sing

I will lift my eyes  
In the darkest night  
For I know my Savior lives  
And I will walk with You  
Knowing You'll see me through  
And sing the songs You give

I can sing in the troubled times  
Sing when I win  
I can sing when I lose my step  
And fall down again  
I can sing 'cause You pick me up  
Sing 'cause You're there  
I can sing 'cause You hear me, Lord  
When I call to You in prayer  
I can sing with my last breath  
Sing for I know  
That I'll sing with the angels  
And the saints around the throne



## *Made To Worship*

(Written by Stephen Sharp, Ed Cash, and Chris Tomlin, Copyright 2006, sixsteps Music)

Before the day  
Before the light  
Before the world revolved around the sun  
God on high  
Stepped down into time  
And wrote the story of His love for everyone

He has filled our hearts with wonder  
So that we always remember

You and I were made to worship  
You and I are called to love  
You and I are forgiven and free  
When you and I embrace surrender  
When you and I choose to believe  
Then you and I will see who we were meant to be

All we are  
And all we have  
Is all a gift from God that we receive  
Brought to life  
We open our eyes  
To see the majesty and glory of the King

He has filled our hearts with wonder  
So that we always remember

Even the rocks cry out  
Even the heavens shout  
At the sound of His Holy name  
So let every voice sing out  
Let every knee bow down  
He is worthy of all our praise

*Everlasting God*

(Written by Brenton Brown and Ken Riley, Copyright 2005 Thankyou Music)

Strength will rise as we wait upon the Lord  
We will wait upon the Lord  
We will wait upon the Lord

Our God, You reign forever  
Our hope, our Strong Deliverer  
You are the everlasting God  
The everlasting God  
You do not faint  
You won't grow weary

Our God, You reign forever  
Our hope, our Strong Deliverer  
You are the everlasting God  
The everlasting God  
You do not faint  
You won't grow weary

You're the defender of the weak  
You comfort those in need  
You lift us up on wings like eagles

*Amazing Grace (My Chains Are Gone)*

(Traditional, Additional Chorus Written by Christ Tomlin and Louie Giglio, Copyright 2006 sixsteps Music)

Amazing grace  
How sweet the sound  
That saved a wretch like me  
I once was lost, but now I'm found  
Was blind, but now I see

'Twas grace that taught my heart to fear  
And grace my fears relieved  
How precious did that grace appear  
The hour I first believed

My chains are gone  
I've been set free  
My God, my Savior has ransomed me  
And like a flood His mercy reigns  
Unending love, amazing grace

The Lord has promised good to me  
His word my hope secures  
He will my shield and portion be  
As long as life endures

The earth shall soon dissolve like snow  
The sun forbear to shine  
But God, who called me here below  
Will be forever mine  
Will be forever mine  
You are forever mine

## Session Nineteen

**Session Discipline:** Ministry

**Session Verse/Passage:** Isaiah 6:1-8

**Session Purpose:** Students will lead out in the worship service they designed during session fourteen.

### Preparation:

- **SPECIAL NOTE:** This session should take place **before** the actual student-led worship service (which was planned in session fourteen), unless the worship service is scheduled during this session.
- As stated in session fourteen, be sure to secure appropriate permission from church leadership as to time, place and nature of the service.
- Promote the worship service, especially among the youth and their parents.
- You will likely need to give extra guidance and help for those leading out in worship (message preparation/prayer experiences/music/etc). It would be good to pair up pastoral staff members with students who are leading out in worship. For example, the Pastor could help with the student who is bringing a message. The Music Minister could spend time with those leading the music portion. Enlist this help as you deem appropriate.
- Have copies of your worship service outline for each student.
- Be sure adequate resources are provided for the service, such as: bibles, lyric projection, etc.

### Session Teaching Plan:

- If the worship service takes place after your Sumphero meeting, spend this time in final preparations and prayer for the service. Distribute copies of your worship service outline to each person. Help the students feel confident in the roles they will take part in. Remind any students who are not leading out that they have the important task of praying for the service and those leading. Have the students stand in a circle and hold hands. Remind them that worship is about God revealing himself to us and our response to God. Lead the students to each pray, around the circle, for the worship service.
- If the worship service will take place during your Sumphero meeting, then you may want to briefly explain what is about to take place and how it came about. Then proceed with the service as planned.

## Session Twenty

**Session Discipline:** Fasting

**Session Verse/Passage:** Luke 10:25-37

**Session Purpose:** To engage students in a fast designed to focus their attention on their lost friends in their school.

### Preparation:

- Print the info sheet for "Mafia" and make preparations to play the game. Materials needed to play the game are listed on the info sheet.

### Session Teaching Plan:

- **Step One - 30 min.** Play Mafia
- **Step Two - 20 min.** Bring everyone together and spend a few minutes talking about the game. Ask: "What was different about this game? What did you think when you woke up to find someone had died? If you were the Doctor, did it make you feel good to wake up and the person you saved lived? How about when you didn't save someone? Did you think it was fair that nobody was able to keep from dying in the night except the mafia? What was the hardest part of the game? Mafia members how did you feel when you had to lie to stay in the game? After you have discussed the game for a few minutes, have the students open their Bibles to Luke 10:25-37. Read the story of the Good Samaritan aloud to the students. Discuss with them the following question: Which one of these three people do they look like to their friends? Are they the first, too busy to have anything to do with the lost? Are they the second, too "spiritual" to have anything to do with the lost? Or are they the third? Say "our goal as Followers of Christ should be to know Christ and to make Him known. We need desperately to be like the third person. We need to remember that Christ came to serve others, not to be served." This week we are asking students to fast from comfort. We are asking the students to fast from any or all of the following items for two days: Pillow, Showers/Baths, Hair Dryer, Make-Up, Transportation, Relationships. Have each student think of at least one fellow student who needs to come to know Christ. This fast will be for their salvation. Remind them that each time they think of the comfort item they are fasting from, to remember their friend who is lost. Remind them that this fast is two fold, they should be fasting for their friend's salvation, as well as looking for an opportunity to share the Good News with them.
- **Step Three - 10 min.** End this session with prayer. Open it up to any student who wants to pray.

# Mafia

## GOAL

There are two groups of people, mafia members & townspeople. The goal is for the mafia to win or for the townspeople to win.

## LENGTH OF GAME

This game is designed to be played within 30 minutes by any sized group. (If your group takes less time consider playing it twice.)

## PREPARING TO PLAY THE GAME

- You will need several decks of cards for this game. You will need 1 deck per group. Your group sizes should be around 10-15. In the game the cards are as follows: Ace = Mafia, King = Doctor, Numerical Cards = Townspeople. For each group take out the designated cards so that you have the right amount to deal. The only cards you need are Aces for the mafia, 1 King for the doctor, and enough Number cards for the townspeople. The formula for number of mafia is as follows: Two mafia members per eight people. So if you have a group of 20 then you should have 4 mafia members, 1 doctor, & 15 townspeople.
- **The Deal.** One player is selected each round to be the moderator. The moderator does not participate in the game as a player, but manages the game and remains absolutely neutral. The moderator shall choose cards out of the deck representing:  
Mafia: Aces  
Doctor: the queen of hearts  
Civilians: numbered cards 2-9  
It is recommended that the number of each type of card be adjusted according to the size of the game. For twelve players, select three mafia, one doctor. Fill up the dealing pile with civilians to the total number of people in the game. If more than twelve players are in the game, consider replacing one of the civilians with an extra mafia member. If ten or fewer players are playing, consider having only two mafia instead of three.
- The moderator will ascertain how many of each card to deal and will deal each player, face down, one card. Each player will look at his or her card to see whether he or she is mafia, a doctor, or a plain civilian. No one shall reveal his identity before the first day. No one shall ever show his card to anyone else while they are still alive.
- **The Play.** Each turn consists of two phases. The first phase is night, the second phase is day. The moderator shall announce when each phase is occurring.
  - Night. At the beginning of the game, and at the beginning of each subsequent turn, the moderator shall announce nightfall. All players (but not the moderator) shall close their eyes (and no peeking is allowed). The moderator should take pains not to speak in any particular direction lest he give out information as to the identity of the mafia or doctor. The night phase is divided into two parts:

- A. The moderator shall announce "Mafia awake." The mafia, and only the mafia, shall open their eyes. The mafia may kill one person per night. They shall decide amongst themselves by means of hand gestures whom should be killed. They shall communicate to the moderator by means of pointing. The moderator, once he understands who is to be killed, shall announce "Mafia asleep." and the mafia shall close their eyes.
- B. The moderator shall announce "Doctor awake." The moderator shall ask "Who do you want to save?" The doctor should point to one person, and the moderator shall indicate by nodding or shaking of head whether that person was going to be killed. If that person was going to be killed the doctor has saved their life. The moderator shall then ask the doctor to sleep.
- Day. After this is done, the moderator shall ask everyone to wake up. Before anyone speaks, the moderator identifies who (if anyone) was killed in the night. If someone is killed, he may not speak at all for the duration of the game, or in any other way communicate with the living. He may keep his eyes open at all times. At this point, the remaining survivors may vote to convict someone of being mafia. The survivors may freely discuss the situation. Lying is permissible, and, for instance, a mafia member may claim to be the doctor for the sake of having someone (non-mafia) convicted of being mafia. No player, though, under any circumstances, may display their card to another player, unless the player turning his card over is dead. The moderator, after allowing for a period of discussion shall ask for accusations. Any player may accuse any other player of being mafia. If an accusation is lodged, the accuser shall be allowed to explain the reason for his accusation. Then, the moderator shall ask for a second. If the motion is seconded, then the accused shall be allowed to state a defense. Other players may comment briefly on one side or the other. Then, the moderator shall take a vote. If a majority of the surviving members vote to convict, they have been put to death and may no longer participate in the game. If there is no majority in favor of conviction, the accused is acquitted and may not be accused again in the same turn. The day ends when someone has been convicted and killed. At the end of the day, the moderator shall terminate discussion immediately. Then, night falls and the moderator shall ask everyone to close his eyes.
- Winning. The game shall be won by the mafia if there are no more civilians left, or if the number of civilians left is less than or equal to the number of mafia left, in which case the civilians will never be able to muster a majority to kill a member of the Mafia. The civilians win if all of the mafia are convicted and killed.

## Session Twenty-One

**Session Discipline:** Scripture Memory

**Session Verse/Passage:** Ephesians 6:1-20

**Session Purpose:** To lead students to memorize an entire passage of scripture.

### Preparation:

- Have copies of the Ephesians 6:1-20 hand out available (from Session Five). Make enough copies for each student to have one.
- **LEADER'S NOTE** – Back in Session 5, your students were challenged to memorize Ephesians 6:1-20. This is one of the two remaining designated sessions for practicing Scripture Memory (Sessions 21 and 29). Each of these sessions is meant to be utilized in helping with the memorization of this passage. It is strongly recommended that you find a few minutes for reviewing these verses at the beginning or end of each of the remaining sessions (22-29). *Many leaders will want to skip these memorization sessions and avoid this process altogether, but your students NEED this challenge! Scripture memory is absolutely vital to spiritual growth. Please consider doing the hard work of equipping and accountability in this regard. You will not regret it.*

### Session Teaching Plan:

- **Step One – 60 min.** This session is simply dedicated to the giving students time to work together on memorizing Ephesians 6:1-20. Use the following instructions from Session Five to help students internalize the passage:
  - Direct the students to look at the hand out. Say, “Beside each verse is a picture, drawing, or photograph. These are intended to be visual reminders or “memory kick starts” to the content of each verse. You may or may not want to use them, but pictures help us remember and organize information. Eventually, you should be able to quote the passage looking at the pictures only. By the end of the year you should be able to quote Ephesians 6:1-20 without any help at all.” Encourage students to begin the memorization process. Have them partner up with another person and practice the first verse or two. Ask students to practice their memory skills by folding the hand out in half, from top to bottom. Looking at only the pictures, see how far they can get into the passage without a mistake.



## Session Twenty-Two

**Session Discipline:** Worship

**Session Verse/Passage:** Romans 12:1-2; Amos 5:21-26; Hebrews 12:28-29

**Session Purpose:** To help students understand that worship really has nothing to do with our preferences.

### Preparation:

- You may want to have some tables set up and writing utensils on hand as the students will be doing some writing.
- Locate a CD or tape with some traditional hymns and have these hymns playing as students enter. (Record a traditional worship service from your church if need be.)
- Bring one to three dictionaries and any other Bible dictionaries you may have on hand.
- Take a piece of butcher paper or poster board and write in big letters "Worship Preference" and display at the front of the room. If this is not available to you, then write it on a dry erase board.
- Secure a copy of a hymnal, regardless of the denominational affiliation.
- Pick three hymns that were written before 1970 that contain language that is not very modern or current. Some suggestions are "Come Thou Fount of Every Blessing", "Have Thine Own Way", "How Great Thou Art".
- Type up the words to the three hymns you have selected and make a copy for each student. The words to "Come Thou Fount of Every Blessing" have been included for you, as it is highly recommended that you use it as one of your songs. Simply make enough copies for your group.
- Read Romans 12:1-2 and Amos 5:21-26 to have a good understanding of those passages. We examined Amos 5:21-26 in week 7 on the discipline of Bible study to benefit this session.

### Session Teaching Plan:

- **Step One – 5 min.** As students arrive and hear the traditional music playing, give them some time to be affected by it and observe their response. Then ask them, "What do you think about my selection of music for tonight?" Spend some time talking with them about their preferences when it comes to worshipping God through music. Ask them how important our worship preference really is. Explain that worship, by its very nature, cannot be tied to our preference. In other words, worship preference is an oxymoron. Have them list some other oxymorons. (pretty ugly, awful good, etc.) Worship and preference have nothing to do with each other.
- **Step Two – 10 min.** Have a student read Romans 12:1-2. Ask them what the passage teaches about worship. Have another student read Amos 5:21-26. Ask them what this passage teaches about worship. Explain to them that it is obvious from this passage that a simple gathering or assembly does not constitute worship. Explain to them that having a music service does not constitute worship. In fact, God was disgusted with them in this passage. Instead, our lifestyle is our truest form of worship.

- **Step Three – 30 min.** Split the students into three groups and give them each a different hymn to rewrite. Explain to them that they are to rewrite the entire song, verses and chorus. If they do not know what a word means, encourage them to look it up in the dictionary or in a Bible dictionary. They are to re-write the hymns in a way that is more understandable in modern language, but retain the original meaning and emphasis.
- **Step Four – 10 min.** Have the groups share their creations. It would be a bonus if they would sing the hymn in its original tune with new words. Encourage them to find a hymn with great words and write a new melody in the future. (i.e. "Trust and Obey") Make sure to emphasize that the point of this exercise is not to devalue the hymns, but to understand that worship is not about our preference or about music itself.
- **Step Five – 5 min.** Have a volunteer read Hebrews 12:28-29. Re-emphasize that worship is about God and that we should do it in a respectful way, whether it includes music or not. If it includes music, we should work to keep Him the main thing and remove our preferences from the equation.

# Come Thou Fount of Every Blessing

*Public Domain – CCLI Song # 108389*

## Verse 1

Come thou fount of every blessing, tune my heart to sing Thy grace.  
Streams of mercy never ceasing call for songs of loudest praise.  
Teach me some melodious sonnet sung by flaming tongues above.  
Praise the mount I'm fixed upon it, mount of Thy redeeming love.

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## Verse 2

Here I raise mine Ebenezer hither by Thy help I'm come  
And I hope by Thy good pleasure safely to arrive at home.  
Jesus sought me when a stranger wandering from the fold of God.  
He to rescue me from danger interposed His precious blood.

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## Verse 3

Oh to grace how great a debtor daily I'm constrained to be.  
Let thy grace Lord like a fetter bind my wandering heart to Thee.  
Prone to wander Lord I feel it, prone to leave the God I love.  
Here's my heart Lord take and seal it; Seal it for Thy courts above.

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## Session Twenty-Three

**Session Discipline:** Bible Study

**Session Verse/Passage:** Hebrews 13:1-3

**Session Purpose:** To engage students in a small group Bible Study on meeting the needs of others.

### 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.
- Print and distribute a copy of **“The Ready, Aim, Fire Bible Study Method”** to each student. Familiarize yourself with the steps of this Bible study method, as you will be leading students through the process. Have pens available for each student as well.
- Secure several (at least 5, if possible) translations of the Bible. Have them available for students during the study time.
- *A Head's Up for Next Week (Session 24):* In preparation for next week's session, Session 24, you will need to print the **“Prayer Needs”** hand out that accompanies this week's study, cut out the prayer need slips and distribute them to students at the end of today's session. The students will be completing them today for you to use in your preparation for next week.

### Session Teaching Plan:

- **Step One – 35 min.** As students arrive, distribute a copy of the *“The Ready, Aim, Fire Bible Study Method.”* Say, **“This week we will use the Ready, Aim, Fire Method of Bible study to examine our call to meet the needs of others. We will be examining Hebrews 13:1-3. Divide the students in groups of three or four. Tell them they will work in these groups for 45 minutes to complete the study. Be available to answer their questions in regards to the passage as well as to the method of study.**
- **Step Two – 15 min.** Gather students for a time of de-briefing and discussion. Ask, **“What types of people did this passage talk about serving or loving? In what ways do you think we need to show our love to these people? Which was your favorite verse and why? Do any of you ever think that you have encountered an angel while serving others?”**
- **Step Three – 10 min.** Distribute the Prayer Needs slips of paper and instruct students to fill them out. Tell them that you will be using these prayer requests as part of next week's session. Ask them to take a minute and be thorough as they write out their requests. Close the session in prayer.

## Ready, Aim, Fire Method of Bible Study

**Ready**--*Bring the principles into focus*--Write points or facts that the passage reveals. Go verse by verse.

**Aim**--*Finding the target*--What verse stands out to you the most? Write out why you feel this is the focal verse.

**Fire**--*What does my "target verse" challenge me to do?* How can I put into practice what this verse is saying? What *specific* commitment do I need to make to live out the truth of this verse?

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### Ready

Hebrews 13:1-3

13:1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13:2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13:3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Aim

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Fire

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prayer Needs**

*Cast all your anxiety on him because he cares for you. 1 Peter 5:7*

List a prayer need you have in your life right now! \_\_\_\_\_

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**Prayer Needs**

*Cast all your anxiety on him because he cares for you. 1 Peter 5:7*

List a prayer need you have in your life right now! \_\_\_\_\_

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**Prayer Needs**

*Cast all your anxiety on him because he cares for you. 1 Peter 5:7*

List a prayer need you have in your life right now! \_\_\_\_\_

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**Prayer Needs**

*Cast all your anxiety on him because he cares for you. 1 Peter 5:7*

List a prayer need you have in your life right now! \_\_\_\_\_

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## Session Twenty Four

**Session Discipline:** Prayer

**Session Verse/Passage:** James 5:16-17; 1 Peter 5:7

**Session Purpose:** To help students understand the importance of praying for others and how God's Word plays an important role in our prayers.

### Preparation:

- Collect all the **Prayer Needs Handouts** that were filled out during the previous session. Write each individual prayer need on its own poster board or tear sheet. (\*\**Special Note*: People may be able to pick out sins and to whom they belong. You may need to categorize or re-write the needs as you feel is best, but do not overly censor the prayer needs as to miss the whole point of praying for one another's true needs. Simply, use discernment when choosing how to write down the prayer needs.)
- Hang each prayer need on the wall all over the room before the kids show up.
- Secure several concordances or bibles with concordances, to help identify scripture passages that go along with each prayer need. Have pens available for each student as well.
- Each group that is formed in Step Two of the Teaching Plan will need at least one Bible.
- Feel free to invite other adults from your church to walk through the room to observe the prayer needs and pray for them at their convenience.

### Session Teaching Plan:

- **Step One – 5 min.** Give students time to walk around the room to prayerfully observe the many prayer needs of the group. After they have had time to do this, bring them together and say, "Today we will be taking these needs to God through prayer and God's Word." Read James 5:16-17.
- **Step Two – 20 min.** Have students break up into groups of three or four. Once they have split up into their groups, have each group go stand next to a prayer need that is hanging on the wall. Their objective will be to locate and identify several scripture verses that deal with that specific need. They should write legibly the scripture references on the poster board under the prayer need. (There will probably be more prayer needs than groups, so give some groups extra prayer needs).
- **Step Three – 30 min.** After every prayer need has scripture references on them, all the groups should rotate around the room taking turns going to each prayer need. The objective is to not simply pray for the need but to pray using the scriptures. Assuming everyone will have a Bible, have them open to the appropriate scripture references and pray those verses to God with the appropriate prayer need. Encourage them to allow the scripture to be the content of their prayers.
- **Step Four – 5 min.** After the allotted time to pray have everyone come together to debrief what just happened. Ask, "What was it like to use God's Word as your

prayers?ö ðWhat thoughts do you have knowing that God cares deeply about everyone of our needs?ö Read 1 Peter 5:7 to the group and close in prayer.



## Session Twenty-Five

**Session Discipline:** Evangelism

**Session Verse/Scripture:** Joshua 24:15

**Session Purpose:** To engage students in developing a strategy to tell those at home about Jesus and to encourage students to keep praying and trying to share Christ at home.

### Preparation:

- Have a couple of different evangelism tools available for students to use. (‘The Bridge To Life’ by the Navigators, [www.navigators.org](http://www.navigators.org) , and ‘One-Verse Evangelism’ by Randy D. Raysbrook, which is also available through the Navigators.)
- Paper and pens for students to write down a strategy
- Copy of typed-out questions for each student to have. (Master included in lesson.)

### Session Teaching Plan:

- **Step One - 15 min.** Pick out students to perform three ‘improv’ home witnessing skits. (This will get the best results if you pre-select your actors and really sell this as a time to have some fun and yet, draw some serious conclusions at the same time.)
  - Players needed:
    - **Skit 1** ‘Witnessing Amongst Chaos’: Student, mom (against the whole thing), dad (doesn’t care about anything), brother (who just wants to dance), sister (who thinks Christians are a joke)
    - **Skit 2** ‘Witnessing Too Easy’: Student, mom (who thinks everything the student says is wonderful!), Dad (who listens intently and asks great questions that encourage student), brother (who thinks student is AWESOME!), sister (who thinks Christians are cool and she wants to be one)
    - **Skit 3** ‘Probably More Like Real Life Witnessing’: Student and [mom, dad, sister, brother, who don’t know Jesus, and are not really that interested]
  - Have students act out a student trying to witness to his family at home. Encourage them to have fun and be creative, but also to pay attention to frustrations and successes that may occur. If you have enough students, have three different groups. If not, have same students repeat each skit with different characters as mentioned. Have rest of students be the audience.
- **Step Two - 15 min.** Discuss the skits. Try these questions, plus any others you may come up with:
  1. Which skit comes closest to being your home?
  2. What things did you see that are unrealistic?
  3. What things did you see that are real?
  4. Is it difficult for you to witness at home? Are your family members believers or not?
  5. Why is it usually more difficult to witness to family than anyone else?
  6. What are some good ways to overcome the challenges of telling someone at home who maybe doesn’t want to hear?

- **Step Three - 15 min.** Develop a detailed plan to witness at home. This is a great place to offer the helps such as the *Bridge To Life*, *One Verse* or other methods you can give to your students to use. Do this as a group. Give them a couple of choices of ways to share their faith. Challenge them, as they help develop this strategy, to seek to use it this week and report back next week how things went. Also, to help in planning a strategy, hand out and discuss possible questions for parents and family members who are against hearing about Christ.
- **Step Four – 15 min.** Have each student share challenges of witnessing to family (if there are any challenges). Have a different student pray for each student after they share their family challenges. **Challenge each student to go home and witness.** Make sure they spend time praying intentionally for a chance to share the gospel with those in their families.



*Possible Questions For Parents or Family Members That Are Not Exactly “Excited” About Talking About Jesus:*

- Did you ever go to church? If you did, why did you go?
- Why did you stop going? What happened?
- Why don't you like to talk about God or Jesus?
- What do you think happens to us after we die?
- What do you think it takes for someone to get to heaven?
- Have you ever given your life to Jesus?

Think of more good questions to ask and write them down!

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## Session Twenty-Six

**Session Discipline:** Meditation

**Session Verse/Passage:** Psalm 1

**Session Purpose:** To introduce students to a practice of meditation involving the reading and praying of Scripture.

### Preparation:

- Today's lesson will introduce a practice of Scripture meditation which will probably be new to your students, and maybe new to you as well! The practice is called *lectio divina* (pronounced *lex-ee-oh di-vee-nuh-oh*).
- 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 the lectio process. Follow the teaching plan below for yourself before you teach the lesson.
- For further information on lectio, 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>

### Session Teaching Plan:

- **Step One—15-20 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 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.
  1. **Lectio** (*lex-ee-oh-oh*) = reading (**5 min.**)  
Read the passage slowly and repeatedly. What word, phrase or verse jumps out at you, grabbing your attention?
  2. **Meditatio** (*med-i-tah-tsee-oh-oh*) = chewing (**5 min.**)  
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. **Oratio** (*oh-rah-tsee-oh-oh*) = praying (**5 min.**)  
Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?

4. **Contemplatio** (õcon-tem-plah-tsee-ohö) = listening (**5 min.**)  
In prayer, we often only talk to God, but never stop to listen. Take this time to stop talking and listen. (this can be the most difficult part— don't give up!)
  
  5. **Florilegium** (õflor-i-leg-ee-umö) = journaling (**5 min.**)  
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 of this Bible passage.
- ***Step Two—35 min.*** Ask the students to open their Bibles to Psalm 1. Begin with a prayer, asking God to speak through His Word. Read Psalm 1, out loud, slowly. Remind the students to listen for a word or phrase that "grabs" them. Read Psalm 1 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 for part 2—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 part 3—Oratio. Give them about five minutes for this. Now challenge the students to do their best on part 4—contemplatio. This is for some, the most difficult part. It is hard to sit still and simply listen. Encourage them to give it their best! After five minutes, move them to part 5—florilegium. Tell them to write on the 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; 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. **Lectio** (õlex-ee-ohö) = reading **(5 min.)**  
Read the passage slowly and repeatedly. What word, phrase or verse õjumps outö at you, grabbing your attention?
2. **Meditatio** (õmed-i-tah-tsee-ohö) = chewing **(5 min.)**  
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. **Oratio** (õoh-rah-tsee-ohö) = praying **(5 min.)**  
Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?
4. **Contemplatio** (õcon-tem-plah-tsee-ohö) = listening **(5 min.)** In prayer, we often only talk to God, but never stop to listen. Take this time to stopí .and listen. (this can be the most difficult partö donø give up!)
5. **Florilegium** (õflor-i-leg-ee-umö) = journaling **(5 min.)** This word literally means õa little book of flowers.ö 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 of this Bible passage.

## Lectio Divina

1. **Lectio** (õlex-ee-ohö) = reading **(5 min.)**  
Read the passage slowly and repeatedly. What word, phrase or verse õjumps outö at you, grabbing your attention?
2. **Meditatio** (õmed-i-tah-tsee-ohö) = chewing **(5 min.)**  
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. **Oratio** (õoh-rah-tsee-ohö) = praying **(5 min.)**  
Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?
4. **Contemplatio** (õcon-tem-plah-tsee-ohö) = listening **(5 min.)** In prayer, we often only talk to God, but never stop to listen. Take this time to stopí .and listen. (this can be the most difficult partö donø give up!)
5. **Florilegium** (õflor-i-leg-ee-umö) = journaling **(5 min.)** This word literally means õa little book of flowers.ö 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 of this Bible passage.

## Session Twenty-Seven

<b>Session Discipline:</b>	Ministry
<b>Session Verse/Passage:</b>	Hebrews 13:15-17
<b>Session Purpose:</b>	To engage students in ministering to those in their community.

### 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 at another time. However, if you are preparing well enough in advance for these lessons, you may want to do the activity planning in advance of the session, so that you use your session time to actually perform the ministry activity. The option is yours.*
- Secure a marker board or place newsprint on the wall. Make sure you have a marker.
- Speak to city officials, fire departments, police departments, nursing home, or other local city offices and see if there is anything your group can do for this hour. Ideas might be to build care packages for your local city officials, fire department or police department. You may coordinate with a local nursing home to see about leading a worship service for them or an independent living home and take the elderly shopping for groceries. You may decide to pick up trash for a local city park for this hour.

### 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." Also remind them of our "specialized" identification of those areas: Jerusalem - Family, Judea - School, Samaria - Church, **World - Community**. 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 leaders of our community and/or the elderly in our community." (Depending on your project.)
- ***Step Two - 45 min.*** ***NOTE:*** *Use this time to work out a plan if you don't already have one. If you do, take the rest of the time allotted to perform your ministry activity.* 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 strategize 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 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:
  1. Make sure the activity is "ministry" based. That is it meets a targeted need of the community or leaders.

2. Make sure it is an activity in which all of the Sumphero students can and will participate.
  3. And finally, make sure the activity emphasizes those who are being served and not the ones who are serving.
- **Step Three - 10 min.** Break students back into their groups to pray over the activity they have chosen.

## Session Twenty Eight

**Session Discipline:** Fasting

**Session Verse/Passage** Matthew 6:16-18

**Session Purpose:** Fasting for personal concerns and prayer requests.

### Preparation:

- Make copies of the Fast Permission Letter and Parental Waiver BEFORE this week's fast. Send this letter home with students a week or two in advance. If you are reading this notice the day before your group meets, then schedule your fast for a date later in the week, so you have time, in the next couple of days, to send out and collect the waivers.
- Secure a white board or newsprint. They will be used to write down the food items students will have to abstain from and the items that students will want to focus on while fasting. (See Step Two and Three of the Teaching Plan)
- Decide before hand on a date for students to begin their fast.
- Prepare copies of "My Prayer Journal" for students to use during their personal fast. Cut the copies in half and make enough copies so every student can take several copies.
- ***ADVANCE NOTE TO LEADERS: Session 32 is a prayer session that requires extensive planning and set-up. Please look ahead to this session and begin preparation as needed.***

### Session Teaching Plan:

- **Step One – 15 minutes** ó Read over Mathew 6:16-18 and say, "Today we are going to look participating in a personal fast. Why do you think Jesus wanted to encourage fasting to be personal and in secret? Why should it not be obvious to others that you are fasting?" Say, "This fast will be done to reflect and personally focus on Christ." Explain to students that they will be fasting for a day, from 6:00pm one evening to 6:00pm the next evening. Announce which day students will start their fast.
- **Step Two – 15 minutes** ó Ask students to list the things they will have to abstain from on their day of fasting. What items will they need to avoid? What places will they need to avoid while fasting (such as their favorite fast food restaurant with friends)? This activity is to help students think through how they will need to plan their day during their fast.
- **Step Three – 15 Minutes** ó Pass out copies of the prayer journal. Ask students to share things they should try to focus on while fasting and write those items on the board/butcher paper. Remind students that these will be things that they will focus on when they are feeling hungry, or during the time they would normally be eating. Ask students to write the ideas down in their prayer journal.
- **Step Four – 15 Minutes** ó Have students get alone in the room and write down the top three personal prayer needs they want to focus on during their fast. Have them write prayers they will want to read during their fast to help them focus when they begin to get hungry. Close the session in prayer.





Dear Parent,

First let me say, thank you, for letting your child participate in the Sumpher 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.

Students will be given a prayer card to help focus their attentions on Christ and the needs of others during (hunger pangs and) this dedicated time for God.

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 Sumpher group leader.

Thank you!



My child, \_\_\_\_\_, has permission to participate in  
the Sumpher Youth Discipleship fast.

\_\_\_\_\_  
(Parent or Guardian)



Things to focus & pray about while I fast:

## **MY PRAYER JOURNAL:**

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“When you fast, do not look somber as the hypocrites do, for they disfigure their faces to show men they are fasting. I tell you the truth, they have received their reward in full. But when you fast, put oil on your head and wash your face, so that it will not be obvious to men that you are fasting, but only to your Father, who is unseen; and your Father, who sees what is done in secret, will reward you.”  
Matthew 6:16-18

Things to focus & pray about while I fast:

## **MY PRAYER JOURNAL:**

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“When you fast, do not look somber as the hypocrites do, for they disfigure their faces to show men they are fasting. I tell you the truth, they have received their reward in full. But when you fast, put oil on your head and wash your face, so that it will not be obvious to men that you are fasting, but only to your Father, who is unseen; and your Father, who sees what is done in secret, will reward you.”  
Matthew 6:16-18

## Session Twenty-Nine

**Session Discipline:** Scripture Memory

**Session Verse/Passage:** Ephesians 6:1-20

**Session Purpose:** To lead students to memorize an entire passage of scripture.

### Preparation:

- Have copies of the Ephesians 6:1-20 hand out available (from Session Five). Make enough copies for each student to have one.
- Provide refreshments and snacks for a time of fellowship.
- **LEADER'S NOTE** – Back in Session 5, your students were challenged to memorize Ephesians 6:1-20. This is the last session for Scripture Memory. Each of these sessions was intended to be utilized in helping with the memorization of this passage. *Thank you for helping your students value scripture, and treasure the Word in their hearts through memorization.*

### Session Teaching Plan:

- **Step One – 60 min.** This session is dedicated to the giving students the opportunity to recite Ephesians 6:1-20. Provide snacks and refreshments. Ask students to talk about the struggles of scripture memorization. Ask them to speak about what they have learned from this passage.

## Session Thirty

<b>Session Discipline:</b>	Worship
<b>Session Verse/Passage:</b>	Psalm 145:21
<b>Session Purpose:</b>	To engage students in a word study of Hebrew words for praising God.

### Preparation:

- You will need to secure copies of a New Strong's Exhaustive Concordance for your group as well as a Dictionary for ease of translation. The numbers beside each word on the student's worksheet are the numbers which are the corresponding numbers in the concordance. These numbers make the words easy to find in the concordance.
- Put together a sample copy of the worksheet. You may want to project this on the wall or put it on a piece of newsprint.
- Make enough copies of the worksheet for each student in attendance.

### Session Teaching Plan:

- **Step One - 5 min.** When students arrive, tell them they are going to learn a new discipline in worship, by studying specific meanings to Hebrew words that are found in scripture. Tell them they are going to dissect five Hebrew words meaning praise.
- **Step Two - 25 min.** Break your students into groups of 5-6 (depending on your size and resources you may be able to ask students to work in groups of two or three). Hand out the copies of the worksheet. Show them step by step by using your example of the worksheet.
- **Step Three - 15 min.** Bring the students back together for a time of confession. Say, "We learned that part of praising God is confession. (Not like confession of sin, but "confession" as in, confession of faith.) We want to confess our praise to God by telling Him why we love Him." Ask the students to speak a phrase or sentence of praise to God individually about things for which they are thankful.
- **Step Four - 5 min.** Close your group in prayer.

## Sample Worksheet

Tehillah

Psalm 145:21 öMy mouth will speak in praise of the LORD. Let every creature praise his holy name for ever and ever.ö

What are the definitions of each of these words? *Tehillah - a hymn - praise*

What are the other references to this word? *Deut. 10:21, 26:19, Neh 9:5, Ps. 9:14, 33:1, 34:1...etc*

Does this word have to do with a posture? *No, but it does talk about a hymn.*

If so what is it? *n/a*

How do you use this word in your own praise of God? *We sing hymns and songs to God each week at church.*

Write out a prayer of praise to God using the meanings of the words you found in this study. *(Everyone should write out their own individual prayer here.)*

**Hebrew words for praise:**

tehillah (8416)      todah (8426)  
halal (1984)      zamar (2167)  
yadah (3034)

What are the definitions of each of these words?

tehillah (8416) \_\_\_\_\_

halal (1984) \_\_\_\_\_

yadah (3034) \_\_\_\_\_

todah (8426) \_\_\_\_\_

zamar (2167) \_\_\_\_\_

What are the other references to this word?

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Does this word have to do with a posture? \_\_\_\_\_

If so what is it? \_\_\_\_\_

How do you use this word in your own praise of God?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write out a prayer of praise to God using the meanings of the words you found in this study.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Session Thirty-One

**Session Discipline:** Bible Study  
**Session Verse/Passage:** Psalm 100; Col. 2:6-7; 1Thes. 5:16-18  
**Session Purpose:** To engage students in a bible study on thanksgiving..

### Preparation:

- Today's lesson will require students to do some writing, so it would be best to have tables (if available) set up in room. Pens or pencils should also be provided.
- Print a copy of the "Study the Word" handout for each student. Make sure that you familiarize yourself with this method and the different steps, so that you will be able to help your students through the process.
- Be sure to secure several (at least 5) translations of the Bible. Have those available for students to use during the study time.

### Session Teaching Plan:

- **Step One – 50 min.** As students arrive distribute a copy of the "Study the Word" handout to each of the students. Say "This week we will be engaging in Bible Study. We will be studying about thanksgiving and why we need it in our walk with Christ." Make sure that all students have a Bible, if not please find one for them. Also make sure that every student has a pen. Divide the students into groups of 3 or 4 and tell them to work in their groups to complete the study. Tell the students that you will call "time" in about 30 minutes. Be available to answer students' questions during the study. After "time" has been called, walk through the steps again, having students report their findings.
- **Step Two – 10 min.** Talk about next week's prayer room that the students will be setting up for the entire church. Give the students some tasks that they can easily complete. Make sure that you tell the students when you will need their help setting up. Pray for thanksgiving and the prayer room, then dismiss.

# Studying the Word

A bible study over thanksgiving

THE FOLLOWING BIBLE STUDY USES ENGAGING AND THOUGHT PROVOKING QUESTIONS TO GIVE US A BETTER UNDERSTANDING OF THE MEANING OF THE PASSAGE, AND HOW IT APPLIES TO US TODAY.

## WRITE IT OUT

IN THE SPACE PROVIDED, COPY DOWN THE VERSES THAT WE ARE GOING TO BE STUDYING. IN TODAY'S CASE: PSALMS 100, COLOSSIANS 2:6-7, & 1 THESSALONIANS 5:16-18. (IF YOU HAVE ACCESS TO VARIOUS TRANSLATIONS, IT IS ALWAYS HELPFUL TO LOOK AT EACH PASSAGE IN AT LEAST THREE TRANSLATIONS)

PSALM 100

COLOSSIANS 2:6-7

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1 THESSALONIANS 5:16-18

# Studying the Word

A bible study over thanksgiving

## BREAK IT DOWN

IN THIS SECTION WE WILL BE BREAKING DOWN EACH PASSAGE SO WE CAN GET A BETTER UNDERSTANDING OF WHAT THE WRITER IS TALKING ABOUT, AND SO WE CAN APPLY IT TO OUR OWN LIVES. WE WILL BE USING VARIOUS THOUGHT PROVOKING QUESTIONS TO ACCOMPLISH THIS TASK, SO PLEASE WRITE YOUR RESPONSES IN THE SPACES PROVIDED.

“SHOUT FOR JOY TO THE LORD ALL THE EARTH  
WORSHIP THE LORD WITH GLADNESS;  
COME BEFORE HIM WITH JOYFUL SONGS.”  
- Ps. 100:1-2 -

WHAT DOES IT MEAN TO “SHOUT FOR JOY”?

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HAVE YOU EVER BEEN SO HAPPY OR JOYFUL ABOUT SOMETHING THAT IT MADE YOU WANT TO SHOUT OR SCREAM? IF SO, WHAT HAPPENED TO MAKE YOU THAT EXCITED?

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WHEN WAS THE LAST TIME YOU SHOUTED, LIKE THAT, TO THE LORD? WHAT CAUSED YOU TO FEEL THAT WAY TOWARDS HIM?

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WHAT DOES IT MEAN TO “WORSHIP THE LORD WITH GLADNESS”?

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HAVE YOU EVER GONE TO CHURCH, BUT DIDN'T REALLY WANT TO BE THERE? YOU CAME ONLY BECAUSE YOU HAD TO. IF GOD SEARCHES OUR HEARTS, THEN WHAT DOES HE FIND WHEN WE DO THIS? IS IT WORSHIP?

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# Studying the Word

## A bible study over thanksgiving

“ENTER HIS GATES WITH THANKSGIVING  
AND HIS COURTS WITH PRAISE;  
GIVE THANKS TO HIM AND PRAISE HIS NAME.”  
- Ps. 100:4 -

WHY SHOULD WE “ENTER HIS GATES WITH THANKSGIVING AND HIS COURTS WITH PRAISE”? (HINT: LOOK AT PS. 100:3)

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HMMM...LET’S TAKE A MINUTE TO STOP AND PRAISE GOD FOR WHO HE IS. WRITE DOWN AS MANY PRAISEWORTHY CHARACTERISTICS OF GOD AS YOU CAN THINK ABOUT?

WHY DOES THE PSALMIST SAY THAT WE SHOULD “GIVE THANKS TO HIM AND PRAISE HIS NAME?” (HINT: LOOK AT PS. 100:5)

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WRITE DOWN, AS MANY THINGS AS YOU CAN THINK OF, THAT YOU CAN BE THANKFUL TO GOD FOR.

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### **NOW IT’S YOUR TURN**

BEFORE YOU BEGIN THIS LAST SECTION, YOU WILL NEED TO FIND A PARTNER OF THE SAME GENDER (GUYS W/ GUYS & GIRLS W/ GIRLS). AFTER YOU HAVE FOUND A PARTNER, TOGETHER YOU TWO WILL BREAKDOWN THE OTHER TWO PASSAGES. THESE PASSAGES ARE ALREADY TYPED OUT ON THE NEXT PAGE. IF YOU HAVE ANY QUESTIONS PLEASE ASK ONE OF THE ADULTS OR YOUR YOUTH MINISTER.

# Studying the Word

A bible study over thanksgiving

“SO THEN, JUST AS YOU RECEIVED CHRIST JESUS AS LORD,  
CONTINUE TO LIVE IN HIM, ROOTED AND BUILT UP IN HIM,  
STRENGTHENED IN THE FAITH AS YOU WERE TAUGHT, AND  
OVERFLOWING WITH THANKFULNESS.”

- COLOSSIANS 2:6-7 -

“BE JOYFUL ALWAYS; PRAY CONTINUALLY; GIVE THANKS IN ALL  
CIRCUMSTANCES, FOR THIS IS GOD’S WILL FOR YOU IN CHRIST JESUS.”

- 1THESSALONIANS 5:16-18 -

## Session Thirty-Two

**Session Discipline:** Prayer

**Session Verse/Passage:** Is. 56:7; Matt. 21:13

**Session Purpose:** To help students understand and teach that we are to approach God with humility and reverence, through the design and operation of a church-wide prayer interactive, or "House of Prayer."

### Preparation:

- Note: This activity is an interactive that requires extensive setup. We are asking the students to set up a church-wide House of Prayer. This could be implemented at any time. It could also be used before a major event, such as DiscipleNow, church revival, or church camp. The goal is to teach to students and adults to approach God humbly in prayer. *THE STUDENTS WILL NEED TO BE ASSIGNED OBJECTS TO BRING AND HAVE A COUPLE OF WEEKS ADVANCE NOTICE TO PULL THIS SESSION OFF.*
- The main thing to remember is that the House of Prayer can be as simple or elaborate as you want it to be. Although there are some suggestions listed below, feel free to use your creativity and imagination as to what items may help to enhance each room.
- The House of Prayer is sequential, meaning that each person will start at the beginning and work through the experience in a particular order. The House of Prayer will consist of six smaller "rooms." Each room will contain three stations. This way, three people could begin going through the experience at the same time and move from room to room.
- Print off and become familiar with the included ACTS model of prayer. See the enclosed handout that outlines the four basic aspects of prayer according to this model.
- Secure several large bed sheets to serve as partitions (walls) of different prayer rooms. This will take place inside one large room, so the sheets provide the different walls. Another good way to section off each "room" is to use black visqueen (plastic sheeting). Use paper clips, zip ties, binder clips, fishing line, or string to secure the plastic or sheets to the ceiling. (Note: If you have a drop ceiling, black visqueen sheeting and binder clips are a great combination.)
- Determine the layout of your prayer room and hang your partitions. The accompanying prayer guide is written for six rooms. One is an introduction to the House of Prayer. The next four rooms are assigned to each letter of the ACTS prayer model. The sixth and final room is designed to summarize the experience. Feel free to adapt this model to your needs.
- Prepare six posterboard signs, one for each room. For instance, "Room 1," "Room 2," etc. Place the signs at the entrance of each room.
- Print off the prayer guides for each room. There will be three places for people to interact and experience the House of Prayer. Make a minimum of three copies of all six room guides. (For instance, you will need to place three copies of room one's prayer guide in room one and then repeat for each additional room.)
- Locate the song "Face Down" by Matt Redman or "I Bow Down" by Joel Engle and have it playing during the entire interactive.

- Carry out the physical setup for each room. The following is a list of things to secure and some suggestions to set up each room:
  - Room 1 ó Secure one large chair with a high back that can represent a throne. You may even want to set it up on a small platform to elevate it.
  - Room 1 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in each room.
  - Room 1 ó (all rooms) ó Play music through your sound system or even a CD player to capture the idea of the interactive. Again, a couple of suggestions are "Face Down" by Matt Redman and "Bow Down" by Joel Engle.
  - Room 2 ó Find some pictures of nature and print off to place in this room. You may also want to print off some sheets containing the names of God to help students focus and adore Him for who He is (Bridegroom, husband, father, judge, king, warrior, builder, maker, shepherd, physician, lion, lamb, morning star, light, fountain, rock, shield, etc.)
  - Room 2 ó Print off different attributes of God (good, righteous, holy, just, perfect, loving, merciful, etc.) and hang them, along with the pictures from nature and names of God on the walls of this room.
  - Room 2 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in the room.
  - Room 3 ó Secure several candles or electric lights to give the same effect and set them up in this room.
  - Room 3 ó Prepare a bowl of ashes to place in this room. You can simply burn a few pieces of paper to produce the ashes or obtain them from a fireplace. The prayer guide will speak more to this. Place the bowl of ashes on a small table or desk.
  - Room 3 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in the room.
  - Room 4 ó Bring an actual birthday cake or a picture of one and place it in this room on the floor or a small table.
  - Room 4 ó Place about five one-dollar bills in the room, either on the floor or on the table.
  - Room 4 ó Place a flashlight in the corner of the room to where it shines into the corner of the black plastic or sheets.
  - Room 4 ó Locate a cup and saucer and fill the cup to capacity and even put some of the excess liquid on the saucer. The point is to have a cup that "runneth over." Use any liquid you desire, but something like tea or coffee with color will illustrate the point very well.
  - Room 4 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in the room.
  - Room 5 ó Locate another cup and saucer, only this time fill the cup only a little bit, leaving room for much more liquid.

- Room 5 ó Find and print off a picture of the human body. Display it in this room on one of the walls.
- Room 5 ó Purchase a map (any kind) and display it on the walls of the room.
- Room 5 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in the room.
- Room 6 ó Have the copies of the map to the House of Prayer available in this room. The map will serve as a place for the participants to write down the significance of each room for them.
- Room 6 ó Place one copy of the prayer guide for this room at each of the three different stations. You may use pillows for them to sit on or kneel, or you could have chairs stationed in the room.

**Session Teaching Plan – OPTION #1 – This option is to have the students actually set up the House of Prayer and then participate when they invite the church to participate.**

- **Step One – prior meetings.** Assign students different jobs and collect the necessary objects to equip the House of Prayer. Have the leaders and students bring everything for the day of this actual lesson.
- **Step Two – day of lesson.** Have the students set aside at least 1½ to 2 hours to pull off the physical setup of the room. (Note: It is recommended that the adult leaders have the walls to the prayer room in place so that the students can complete the setup in less time.)

**Session Teaching Plan – OPTION #2 – This option involves the leader(s) setting up the experience for the students to simply walk through it.**

- **Step One – 5 min.** Take a few minutes to explain the process of the House of Prayer to the students and leaders participating.
- **Step Two – 50 min.** Give the participants ample time to work through the event, with three people starting off, and three more entering room 1 after the first three have advance to room 2.
- **Step Three – 5 min.** Although this is not enough time to fully discuss what has happened, give the group just a few minutes to discuss what they have learned. Encourage further discussion in small groups (if you use them) or during the next meeting.



# **A**DORATION

These are prayers of praise. Your prayers should speak of God's greatness and glory in this world and in your life.

# **C**ONFESSION

This should be a time of confessing sin. Be specific as you admit that you fall short in certain areas of following God.

# **T**HANKSGIVING

These are prayers of gratefulness. Your prayers should reflect a thankful heart for all of God's working in your life and the lives of others.

# **S**UPPLICATION

These are prayers of petition. This is humbly bringing your personal requests to God. It is also asking God for the needs of others.

## **ROOM 1 – PRAYER GUIDE**

The world we live in is very fast-paced and materialistic. It is easy for us to get caught in the habit of barging in on God with a list of demands. We don't think twice about listing our problems and desires to God. Although this is not wrong, prayer is much more. Today, we want to come before God with humility and reverence. Scripture is full of places that speak of reverence before God (Ps. 89:7; Heb. 12:28) and maintaining a certain "fear" of God (Lev. 25:17). To fear God actually means to revere Him.

There is a chair in front of you. This chair is not for you to sit in. It represents the throne of God. It is to remind us that He is King. He is the One to be adored, worshipped, and exalted. In Isaiah 6, the prophet saw the Lord seated on a throne, high and lifted up. He fell down before the Lord in humility. Take a moment and bow before the throne of God, acknowledging that He is King of all. Ask God to speak to your heart and teach you about reverence.

The Bible also says much about humility (Prov. 15:33; Ps. 10:17; Is. 57:15; 1 Peter 5:5-6). In addition, 2 Chronicles 7:14 shows God's response to our humility. If we will humble ourselves and seek His face, then He will hear from heaven and heal our land. Before you proceed to room 2, take a moment to take off your shoes as a sign of humility and keep them off for the remainder of the House of Prayer. The goal is to quiet our hearts before Him and really seek to commune with Him, to enter into a conversation with Him.

Take some time to simply meditate on who God is. He is the unrivaled One, the Majestic One. There is none like Him. In what ways has His presence ministered to you recently? When you are ready, proceed to room 2.

## **ROOM 2 – PRAYER GUIDE**

As you enter this room, notice the different names that the Bible uses to describe God. He is all we need. In fact, He is more that we could ever hope for. Some of these words have to do with human experience. We can relate to God as a Father or a physician because we deal with those things in our lives as human beings. We can also relate to Him through His creation. The Bible calls Him both the Lion and the Lamb, along with many other descriptive terms.

God is not only the Supreme Being in the universe; He is the Maker of it all. He is the Creator of everything that is (Gen. 1:1; Deut. 10:14; Ps. 8:1-3). We often forget that He crafted and formed each one of us in the womb of our mother (Ps. 139:13). He is truly the Author and Sustainer of all life.

All we want to do right now is stand in awe of Him and adore Him for who He is. Simply focus your mind on some of His attributes. He is good (Ps. 34:8; 100:5; James 1:17), righteous, and just (Deut. 32:4; Gen. 18:25). In short, He is the great I Am (Ex. 3:14).

Sometimes we are told to place God at the top of our list. But He is the list. Everything revolves around Him. He holds everything together (Col. 1:17). Allow your heart to be still and to think on who God is, what He is like, and how worthy He is of our praise.

When you are moving toward reverence, move to room 3.

### **ROOM 3 – PRAYER GUIDE**

Now we want to turn our hearts toward confession. It is critical to remember that adoration begins the process of coming before God. We don't want to barge in on Him with our list of demands. Instead, we want to approach Him humbly and reverently.

Part of humility is confessing ourselves and our sins to Him. Notice the bowl of ashes in front of you. Ashes are normally associated with something being destroyed or even death. In the Bible, people would put ashes on their heads when they were showing sorrow for their sin and were praying that God would move (Est. 4:1; Dan. 9:3; Jon. 3:6; Matt. 11:21).

But you cannot come to the place of true repentance without first confessing yourself and your sin to God. Repentance simply means to turn around, to take a u-turn. One normally does not turn around unless they know where they are. So confession, which is our focus in this room, is simply agreeing with God (Ps. 32:5; 38:18). It's not like it is breaking news to Him when we bring our sins before Him. He knows before we tell Him. But confession is our way of agreeing with God about these issues.

Confession is key because it cleanses us and brings us back into right relationship with God. God uses our confession to cleanse our hearts and make them like new. It is the first step to true repentance. We agree with God about where we are, then we can change directions and go God's way! Proceed to room 4.

## **ROOM 4 – PRAYER GUIDE**

As you enter room 4, begin to think on the things that God has done for you, provided for you, and protected you from. He has truly done more than each of us deserve, even when we do not realize it.

Come to Him with a grateful heart and a spirit of thanksgiving for what He has done. Earlier, we simply adored him for who He is. Now, we are actually focusing on what He has done and all of His work in our lives.

God is good - all the time. As Christian people, we have been given much. But are we thankful? (Ps. 26:7; 42:4; Phil. 4:6-7)

The birthday cake is a reminder that every day is a gift from God. Whether you are 11 years old or 91 years old, you're only alive right now because God has allowed and ordained it. Thank God right now for each day He has given you to live.

The money in front of you represents God's financial provision in your life. Even if you are not considered a wealthy person in the day and time in which you live, you have more money, possessions, and earthly treasures than you deserve. Take a minute to thank God for His financial provision in your life.

Take a minute to reflect on the day in your past when you gave your life to Jesus. The flashlight represents the light of the world that now shines in your life. Even though the darkness is around you, God shines bright in Your life. Thank Him for this today.

Finally, the cup is overflowing. God's Spirit now flows out of your life. Thank Him for this before proceeding to room 5.

## **ROOM 5 – PRAYER GUIDE**

Sometimes we just barge in on God. But today we have adored Him for who He is, confessed our sins, and thanked God for all He has done in our lives. Finally, we will take the time to bring requests before Him.

The emphasis in this room is supplication, which is asking God to supply us. Notice that the cup in front of you is not full. Try to think of an area in your life where you would like to see God move and meet needs. Be humble as you approach Him. Think about spiritual needs and desires before moving to physical and material needs (or wants).

Now take a few minutes to pray for others. As Christians, we are all a part of the body of Christ. So pray for the other members of the body. Pray for your family members who are Christians as well as students from your youth ministry, other people from your church, and people from other churches in the community.

Notice the map in front of you. The map signifies the people who are lost. The word lost is not meant to be a condemning term. Being lost simply means they don't know how to get where they want to go (Heb. 4:16). Pray for the "lost" that they would be found by Jesus and that it would change their lives forever. Pray for those people who come to church often but still do not know Christ.

Up to this point, you have been challenged to approach God with reverence and humility. But that does not mean that we come timidly (Phil. 4:19; James 4:2-3). Come boldly before His throne. Present your requests to Him. He wants to answer them! Now proceed to room 6.

## **ROOM 6 – PRAYER GUIDE**

You are now in the last room of the House of Prayer. Now is the time to put it all together. Ponder for a moment what God is doing in your heart about approaching Him humbly. Come face down before Him to awe who He is.

Take one of the copies of the map to the House of Prayer. Write in each room something that you learned from God during this experience. Record what you have learned in the House of Prayer and how you will apply that in the future as you approach God both boldly and humbly.

The goal is that we would never leave the presence of God the same as when we entered. Actually, the truth of the matter is that if we have truly been in His presence, we cannot leave the same.

Blind Bartemaeus (Mark 10) asked Jesus to do something for him. He asked for his sight and Jesus gave it to Him. You cannot come into his presence, be touched by Him, but leave the same. The woman who had been bleeding for 12 years (Matt. 9) was also changed forever.

It is impossible for us to encounter the living God, to commune with Him, and then leave the same. It just does not happen that way. So the challenge is clear. Understand that when Jesus truly takes over your life, it will be the experience of a lifetime.

How has this encounter with God changed you? What will you do different? What have you learned about approaching God humbly and reverently? One thing is certain - you can't leave the same!