

# sumpherō

MARK 12:30

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. 3

# sumpherō

Youth Discipleship

## READ FIRST

**The following information is absolutely critical to the successful use of Sumpherō in your church. Please read before proceeding.**

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 3

### 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 Three 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, “now God owes us something for our obedience” but rather, we apply the disciplines because we owe God everything; and the fruit of applying 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 “you” creation of God which will live in eternity. To love God with all your soul means to love Him as only “you” can. It is recognition of the fact that God has uniquely crafted you and designed you for a purpose, and your commitment to love Him by pursuing that purpose fully.

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

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

Each core area displays a unique quality in its approach to loving God. 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 the following chart). For instance, when a student is engaged in *meditation*, the lesson will unfold from the perspective that the student is participating in a spiritual discipline that will help him to love God with all his *soul* and *mind*. Prayer is the discipline that 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.”

- **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 Sumpherō 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 Sumpherō 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 3. 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, Oakwood Baptist Church, Lubbock, TX**  
**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

# sumpherō

Youth Discipleship

## TABLE OF CONTENTS

Session	Spiritual Discipline	Verses	Description
1	Bible Study	Colossians 2:8; Galatians 1:6-9; 2 Corinthians 11:4	To teach students the basics of what Christians believe by digging into the Scriptures that give us our basic principles.
2	Meditation	Romans 6:1-4; Galatians 5:1; 2:20	To lead students through a time of mediation and reflection using the S.O.A.P. journaling method.
3	Fasting	Matthew 22:34-40	To get students to experience going without certain pleasures for a period of time, and experience how this helps them focus better on God.
4	Bible Study	John 9:1-7	To teach students an experiential method of studying the bible.
5	Ministry	Mark 10:43-45	To give students an opportunity to share God's love by serving others through a "dirty job."
6	Worship	John 4:23-24; Romans 12:1	To lead students to experience various ways to worship God through their gifts and talents.
7	Memorization	1 Corinthians 12:12-27	To engage students in a creative way to help them memorize scripture.
8	Prayer	Matt. 26:36-39	To lead students to develop a more intimate prayer life with the Father by helping them learn how to be honest in prayer.
9	Evangelism	Romans 10:14-15	To lead students to discuss effective ways of evangelism and ways students can better communicate the gospel.
10	Ministry	Romans 10:14-15	To give students the opportunity to engage in ministry by sharing the gospel in ways that they themselves suggested the week before.
11	Memorization	John 14:1-6	To help students memorize scripture by creating a commercial using the memory verse.
12	Ministry	Philippians 2:3-4; 2 Corinthians 9:12	To challenge students to identify the needs of others before their own and to also actively seek to fulfill others needs first.

## Session One

**Session Discipline:** Bible Study

**Session Verse/Passage:** Colossians 2:8; Galatians 1:6-9; 2 Corinthians 11:4

**Session Purpose:** To teach students the basics of what Christians believe by digging into the Scriptures that give us our basic principles.

### Preparation:

- Have pens or pencils on hand and tables set up as the students will be doing some writing during this session.
- Make copies of the included group sheets for each group.
- Make a copy of the included answer sheets to have on hand as the leader for the discussion time at the end.

### Session Teaching Plan:

- **Step One – 10 min.** Enlist three volunteers to each read one of the following Scripture passages: Col. 2:8; Gal. 1:6-9; and 2 Cor. 11:4. Ask the students “What is the main point of these verses?” After allowing the students to answer, tell them it is absolutely crucial that we know what we believe and why. So today, we will be taking a basic look at Christianity and its non-negotiable truths. Say “Today, we will look at the four key questions to determine whether a belief system or religion is true and valid. 1. What do they believe about God? 2. What do they believe about Jesus? 3. What do they believe about salvation? 4. What do they believe about the Bible?”
- **Step Two – 30 min.** Divide into groups of three or four. If you have a very small group, try to ensure that you have at least four groups, using adults if necessary. Direct the groups to work on their group sheet. They should look up the Scriptures about their topic and then write down what the verses teach them about the topic. For instance, Deut. 4:35 teaches that there is one God. That is what they will write down on their group sheet about that passage. (Note: If you have more than four groups, it is fine for two groups to be working on the same group sheet. The point is the exercise they are going through.)
- **Step Three - 20 min.** Now ask each group to share the answers they put on their group sheet after looking up the passages. With the answer sheets in hand, after each group gives their findings, give them the answer to write on their sheet as well. When you are completely through with all four groups, say “Now you have, by your own hard work, learned some of the basics of Christianity and what sets Christians apart from other faith groups and religions. Keep your group sheet on hand in case you ever need it for a reference.” Ask a volunteer to close in prayer.



# **GROUP SHEET 1**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about God?**

\*Deut. 4:35, 6:4; Is. 43:10; 1 Tim. 1:17, 2:5 (What do these verses teach me about God?)

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\*John 17:1-3; 1 Cor. 8:6; 2 Cor. 1:3; Phil. 2:11; Col. 1:3, 1 Pet. 1:2

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\*Is. 9:6; John 1:1; John 5:18; John 8:58, 10:30, 20:28; Rom. 9:5; Col. 1:13-18, 2:9; Tit. 2:13; Heb. 1:8-12; 2 Pet. 1:1

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\*John 16:13; Acts 5:3-4; Heb. 9:14)

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\*Matt. 28:18-20; Rom. 15:30; 2 Cor. 13:14

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\*John 4:24

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\*Gen. 1:1, 2:7; Deut. 32:6; Ps. 19:1-3; Is. 64:8

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\*Ps. 90:2, 93:2; Is. 43:10-13; Jer. 10:10; Lam. 5:19; Heb. 1:8-12

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# **GROUP SHEET 2**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about Jesus?**

\*1 John 5:8; Matt. 28:19; Rom. 1:3-4 (What do these verses teach me about Jesus?)

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\*Matt. 1:18-23; Luke 1:35

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\*John 1:1; Col. 1:13-17

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\*John 8:58, 10:30, Col. 1:16-17, 2:9; 2 John 7-9; Heb. 4:14-15; Phil. 2:5-11

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\*Heb. 4:15; 2 Cor. 5:21

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\*2 Cor. 5:15-21; Rom. 3:23-26, 5:6-21, 8:1-3, 10:4; John 1:29; Col. 1:13-22

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\*John 20:1-20; Rom. 1:3-4; John 11:25-27; Rom. 8:34, 1 Cor. 15:1-8; Eph. 1:20; 1 Tim. 3:16; Phil. 2:5-11; Col. 2:8-10

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\*John 14:6; 1 Tim. 2:5-6; John 3:18; Acts 4:12

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# **GROUP SHEET 3**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about salvation?**

\*Eph. 2:8-9, John 3:16, Rom. 10:9-10 (What do these verses teach me about salvation?)

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\*Acts 4:12; Eph. 2:8-9; Tit. 3:1-7

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\*Heb. 9:27, John 3:18

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\*John 14:1-6; Phil. 3:20; Col. 1:5; 1 Pet. 1:4; Rev. 21:1-10; Matt. 23:33; 1 Pet. 2:4-9

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# **GROUP SHEET 4**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about the Bible?**

\*2 Tim. 3:15-17; Luke 24:44; 2 Pet. 1:21, 3:15-16 (What do these verses teach me about the Bible?)

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\*Deut. 4:2; Rev. 22:18-19

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\*Ps. 19:9, 119:140; John 17:17; 1 Pet. 1:25

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# ANSWER SHEET 1

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about God?**

\*Deut. 4:35, 6:4; Is. 43:10; 1 Tim. 1:17, 2:5 (What do these verses teach me about God?)

There is only one true God.

\*John 17:1-3; 1 Cor. 8:6; 2 Cor. 1:3; Phil. 2:11; Col. 1:3, 1 Pet. 1:2

God exists in the form of three persons (Father, Son, and Holy Spirit – the Trinity. From these verses, we see that the Father always has been and always will be God.

\*Is. 9:6; John 1:1; John 5:18; John 8:58, 10:30, 20:28; Rom. 9:5; Col. 1:13-18, 2:9; Tit. 2:13; Heb. 1:8-12; 2 Pet. 1:1

The Son, Jesus Christ, always has been and always will be God.

\*John 16:13; Acts 5:3-4; Heb. 9:14)

The Holy Spirit always has been and always will be God.

\*Matt. 28:18-20; Rom. 15:30; 2 Cor. 13:14

The Father, Son, and Holy Spirit always have been and always will be distinct. Yet, He is one God existing in three persons.

\*John 4:24

God is a spiritual being and is not limited to a physical body.

\*Gen. 1:1, 2:7; Deut. 32:6; Ps. 19:1-3; Is. 64:8

God is the Creator of all that is. He created everything out of nothing.

\*Ps. 90:2, 93:2; Is. 43:10-13; Jer. 10:10; Lam. 5:19; Heb. 1:8-12

God is eternal, having no beginning or end.

# ANSWER SHEET 2

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about Jesus?**

\*1 John 5:8; Matt. 28:19; Rom. 1:3-4 (What do these verses teach me about Jesus?)

Jesus Christ is God the Son, the second person of the Trinity.

\*Matt. 1:18-23; Luke 1:35

Jesus was conceived of the Holy Spirit and born of the virgin Mary.

\*John 1:1; Col. 1:13-17

He has always existed, and thus was never created.

\*John 8:58, 10:30, Col. 1:16-17, 2:9; 2 John 7-9; Heb. 4:14-15; Phil. 2:5-11

He is 100 % God and 100% man.

\*Heb. 4:15; 2 Cor. 5:21

He lived a sinless life while on earth.

\*2 Cor. 5:15-21; Rom. 3:23-26, 5:6-21, 8:1-3, 10:4; John 1:29; Col. 1:13-22

He died on the cross as the substitute for man's sin.

\*John 20:1-20; Rom. 1:3-4; John 11:25-27; Rom. 8:34, 1 Cor. 15:1-8; Eph. 1:20; 1 Tim. 3:16; Phil. 2:5-11; Col. 2:8-10

He rose from the grave, and it was actually a bodily resurrection.

\*John 14:6; 1 Tim. 2:5-6; John 3:18; Acts 4:12

He is the only way of salvation and eternal life.

# **ANSWER SHEET 3**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about salvation?**

\*Eph. 2:8-9, John 3:16, Rom. 10:9-10 (What do these verses teach me about salvation?)

Salvation comes only by God's grace, through faith in the Lord Jesus Christ.

\*Acts 4:12; Eph. 2:8-9; Tit. 3:1-7

God has performed all of the work in Jesus Christ that He requires for salvation. Thus, a person's good works cannot save them.

\*Heb. 9:27, John 3:18

The opportunity for salvation is only in this life.

\*John 14:1-6; Phil. 3:20; Col. 1:5; 1 Pet. 1:4; Rev. 21:1-10; Matt. 23:33; 1 Pet. 2:4-9

Those who believe in Christ will go to spend eternity in heaven with God, while those who reject Him will spend eternity in torment separated from Him in hell.

# **ANSWER SHEET 4**

Directions: Look up the following verses and then, after discussion with your group, write down the principle (or main point) the passage teaches.

## **What do we believe about the Bible?**

\*2 Tim. 3:15-17; Luke 24:44; 2 Pet. 1:21, 3:15-16 (What do these verses teach me about the Bible?)

The Bible is the inspired Word of God, written through men, and there is no authoritative "scripture" outside of it or in addition to it.

\*Deut. 4:2; Rev. 22:18-19

The Bible does not require the approval of man nor improvement by man.

\*Ps. 19:9, 119:140; John 17:17; 1 Pet. 1:25

The Bible, in its original form, is inerrant (without the mixture of error in the text) and infallible (without the mixture of error in its teachings), thus making it authoritative and dependable.

## Session Two

<b>Session Discipline:</b>	Meditation
<b>Session Verse/Passage</b>	Romans 6:1-4 & Galatians 5:1; 2:20
<b>Session Purpose:</b>	To lead students through a time of mediation and reflection using the S.O.A.P. journaling method.

### Preparation:

- Make copies of the "My Journal" handout for each student.
- Today's lesson will also require students to have space to write, think and reflect. Set up tables or prepare your room for students to spread out and work through their handouts. Provide pens or pencils. In Step Two you will be utilizing a marker board or tear sheets on the wall, so secure markers and which ever writing surface is available to you.
- If you keep a personal journal, bring your own journal to show students what you use. Or make small journals to give students that have multiple pages of "My Journal" for students to take home and use on their own.

### Session Teaching Plan:

- **Step One – 15 minutes ó Explain** ó Gather your students in one large group and explain that today we will be using a form of journaling that will help us better reflect on scripture and apply its principles to our lives. First pass out the "My Journal" pages to each student. Explain what journaling is by saying, "Journaling is a form of bible study that helps us thoroughly think through an individual passage and how it relates to us. The aim of journaling is to answer the question, 'How will I be different today because of what I just read?' Today we are going to use a method of journaling called the S.O.A.P method. Each letter of this acrostic stands for four different areas to write about over each scripture." Take time to go over the acrostic with your group by explaining the following, using the My Journal! handouts:
  - S ó Scripture Write out one verse word for word.
  - O ó Observation Write out the verse in your own words, considering the context of the passage or points of interest, encouragements, challenges, direction, etc.
  - A ó Application Write out what action the Lord is saying for you to practice from the scripture using the SPACE acrostic.
  - P ó Prayer Write a prayer based on what you have learned from the first three steps.
- **Step Two – 10 minutes ó Practice** ó Read Galatians 2:20. Together with your group walk through the S.O.A.P method with everyone. If you have a white board or using large paper on the wall, write down student's ideas for Observation, Application and Prayer.
- **Step Three – 30 minutes ó** Let students break up individually with a pen and their journal handout and allow them to read through Romans 6:1-4, or Galatians 2:20 or 5:1, and use the S.O.A.P. Method. Walk around encouraging students and answering any questions they may have during this time.

- **Step Four – 5 minutes** ó End your time by having students share with the group what they learned or experience during their journaling time. Explain to students where and how they can get a journal to use daily (maybe show your own journal?) Encourage them to do this during their own quite times. Close with prayer.

# My Journal!

S  
O  
A

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

Scripture - write out  
scripture word for word

Observation - write out  
scripture in your own words

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

Prayer - write out a prayer  
to God

Sin to confess

Promise to claim

Attitude to change

Command to obey

Example to follow

# My Journal!

S  
O  
A

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

Scripture - write out  
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Command to obey

Example to follow

## Session Three

<b>Session Discipline:</b>	Fasting
<b>Session Verse/Passage:</b>	Matthew 22:34-40
<b>Session Memory Verse:</b>	Matthew 22:37,39 (Love God and love people)
<b>Session Purpose:</b>	To get students to experience going without certain pleasures for a period of time, and experience how this helps them focus better on God. (Teaching point: Don't let these, and similar wants, become idols that keep us from God)

### Preparations:

- Secure some **treats** to have out for display as the students arrive. The treats should be any snack foods, fast foods, etc. that you choose. These will act as prizes for the team that wins the Trivia Game (Step One). You'll need enough of the treats that each member of the winning team will be able to take some home with them. NOTE: If you decide to break your group into more than two teams (again, see Step One), you'll want enough treats to have on display in each room where each contest will be taking place. You'll also want to secure a way to keep score during the Trivia Game.
- Have a copy of the **Trivia Game** for each room where the contest will take place. If you need to do multiple rooms, you will also want to secure an adult or older student to be ready to oversee each game.
- Print as many copies of the *Fasting Sign-up Sheet* as needed. Use these as a means of accountability for student participation.
- Everyone will want a Bible for step three.
- **ADVANCE PREPARATION FOR SESSION SIX: Enlist 3-5 students who will lead in a 20 minute period of worship during Session Six of Sumpherō. These students should lead this period of worship using various gifts and talents. Examples: Singing, drama, art, dance, video production, etc. Each student or group of students should have 4-6 minutes per worship segment. This is not a talent show, but a time of worship. They should work to provide a meaningful worship activity that flows well and communicates only one or two central truths.**

### Session Teaching Plan:

- **Step One – 40 min.** Break group into two teams. If group is larger, be prepared to break into four, six, etc. teams (Fit the team sizes to your group.). You'll need a separate room, as well as separate prizes, for each group of 2 teams. Tell the two teams that this will be a contest of knowledge of **good food**. Tell them that the winning team gets all the goodies on the table before them (the snacks you brought as prizes) with one stipulation to be shared at a later time. To play, have each team choose one player to go against another player [one-on-one style, like Family Feud at the beginning of each round]. Continue through the team so everyone gets to play. As you ask each question the student who answers correctly- first - wins the points for that question. After every player has played from each team, they play again, but



against a different member of the opposing team. Continue until all questions have been played. There is a tie-breaker in case of a tie. Have fun reading the trivia as the game progresses and allow students time to share how much they like or dislike certain foods mentioned. After a winner has been declared, share with them that they get the prizes, but must take them and give them to someone not in attendance at Sumphero. Ask them to report back next week how it went.

- **Step Two – 10 min.** Discuss how we enjoy so many pleasures like these great tasting foods. Ask the students to name other pleasures we enjoy, and often take for granted, and that we think we can't live without (Example: HDTV, DVR, Video Games, Cell Phones, etc.) .
- **Step Three – 8 min.** Have someone read Matt. 22:34-40 while everyone else follows along. Ask the students what "pleasures" sometimes keep them from the most important thing – loving God with everything. Please point out that God doesn't say we can't enjoy these pleasures. We just need to evaluate how often we miss Him because we get so busy or caught up with those things we think we need. End by challenging the students to pick one or two "pleasures" for the week, and give it up for three days during the week. Challenge them to really pick something that will be a sacrifice to give up (something they spend a lot of time on). **NOTE:** Sumpher curriculum has developed four levels of "fasts." Each one is a little more challenging than the other. **Consider communicating the following in regard to fasting: "In the Matthew passage about fasting, students should note that Jesus' comments about the proper way of fasting, is not a command concerning privacy as much as a warning about self-righteousness. It is okay for someone to know you are fasting, but it is not okay to brag about it or act as if it is a great burden or sacrifice."**  
These fasts are grouped into four categories, as follows:
  - **Level 1 – Pleasures** (Snack foods, Soft Drinks, Desserts, TV, Radio)
  - **Level 2 – Conveniences** (Ipod, Text Messages, Emailing, Computers, Cell phones)
  - **Level 3 – Comfort** (Pillow, Showers/Baths, Hair Dryer, Make-Up, Transportation, Relationships)
  - **Level 4 – Necessities** (Food)
- **Step Four – 2 min.** Have students sign the *Fasting Sign-up Sheet*. Have them report back next week how it went. End with prayer.

# Junk & Snack Food Trivia Game Pt 1

## TRUE/FALSE [*Worth 1 point each*]

### True/ False

1. The first McDonald's restaurant was opened in Des Plaines, Illinois in 1955. **FALSE**  
*[Ray Kroc got the idea from a hamburger stand in San Bernardino, California run by Dick and Mac McDonald. He then pitched the idea of opening up other restaurants and he, Ray Kroc, opened up the next one in Illinois, which is now a McDonald's museum]*
2. There are over 600 Kentucky Fried Chicken outlets in China. **TRUE**
3. Approximately 50% of the calories in the average fast food come from fat. **TRUE**
4. The gourmet food capital of the world, Paris, France, refuses to have any fast food restaurants in its city limits due to preservation of "true culinary standards." **FALSE**  
*[they have McDonald's, Burger King, TGI Fridays, Pizza Hut, Chili's, plus many more American fast food restaurants.]*
5. The first official fast food restaurant was a BBF (stands for "Borden Burger & Fries) and opened in Santa Maria, California in the fall of 1950. **FALSE:** *[Frank Hardant and Joe Horn opened the first Automat on June 12, 1902 in Philadelphia, PA. This was the beginning of modern fast food.]*
6. On any given day in the US about one-quarter of the adult population visits a fast food restaurant. **TRUE**
7. McDonald's fast food restaurant opened a training school, "Hamburger University," in Oak Brook, Illinois in 1961 **TRUE**
8. The largest pizza ever baked was one measuring 50 feet 8 inches, made in Southwood Mastermarket, Southwood, Australia on December 13, 1985. **FALSE** *[122ft.8in. made in Norwood Hypermarket, Norwood, Africa on December 8, 1990]*
9. Both the hamburger and ice cream cone "debuted" at the 1904 World's Fair in St. Louis. **TRUE**
10. The most expensive burger commercially available is the DB Burger Royale selling for \$50.00. **TRUE** *[created by French chef Daniel Boulud and available on the menu of DB Bistro Moderne in New York]*

## Junk & Fast Food Trivia Game Pt 2

### MULTIPLE CHOICE [*Worth 2 points each*]

1. Burger King's original name was: a) Royalty Burger, b) Big Burger, c) Insta-Burger-King, d) Burger Queen. [*Answer: c, Insta-Burger King*]
2. Ray Kroc's first McDonald's restaurant in Illinois brought in a first day revenue of how much: a) \$3000.00, b) \$366.12, c) \$867.83, d) over \$4000.00 [*Answer: b, \$366.12*]
3. Glen W. Bell, Jr. was a World War II veteran who ate at the new McDonald's and decided to copy it, using the assembly line to make a different type of food and founded a fast food restaurant chain called: a) Winchell's Doughnuts, b) Taco Bueno, c) Taco Bell, d) Pizza Hut [*Answer: Taco Bell*]
4. According to the "First for Women" magazine, what kind of candy could help relieve stress? A) fudge, b) licorice, c) peppermint, d) taffy [*answer: c, peppermint*]
5. Which is the biggest selling restaurant food? A) hamburger, b) French fries, c) pizza, d) chicken. [*Answer: b, French fries (they're served with 22% of all restaurant meals, hamburgers are #2 @ 17%)*]
6. Before he went into business with the McDonald brothers of San Bernardino, California in 1954, McDonald's franchise founder Ray Kroc sold: a) little packets of ketchup, b) milkshake machines, c) clown suits, d) the little sacks and wrappers that fast food is served in [*answer: b, milkshake machines. This is how he first began with the McDonald brothers. He told them he could sell 8 of his Multimixer milkshake machines to each restaurant opened. When asked by the McDonalds who they could get to open these restaurants for them, Kroc answered, "what about me?"*]
7. In 1970 Americans spent about 6 billion dollars on fast food. In 2001 they spend more than: a) 10 billion, b) 50 billion, c) 110 billion, d) 1 trillion [*answer: 110 billion*]
8. In 1998 Coca-Cola sold how many drinks per day? A) 1 million, b) 10 billion, c) over 50 billion, d) over 500 billion [*answer: d, over 500 billion – actually in 1998 they sold more than 683 billion drinks per day!*]
9. William Rosenburg dropped out of school at the age of fourteen, delivered telegrams for Western Union, drove an ice cream truck, worked as a door-to-door salesman, sold sandwiches and coffee to factory workers in Boston, and then opened a small specialty food shop in 1948. What was it? a) 7 eleven, b) Duncan Donuts, c) Starbucks Coffee, d) Panera Bread. [*Answer: b, Duncan Donuts*]
10. Who was the world's first hamburger chain founded? A) BBF, b) McDonalds, c) White Castle, D) Big Boy [*answer: c, White Castle founded in 1921 (McDonald's chain began in 1955)*]

## Junk & Fast Food Trivia Game Pt 3

### Fill In The Blank Final Round [*Worth 5 points each*]

**[Closest guess wins the round. If neither contestant can answer; allow each team to try, & then give correct answer and move on. You might only give 3 points for team answer.]**

1. In 1956 KFC sold \_\_\_\_\_ pieces of chicken for every man, woman, and child in the United States. [*answer: 11*]
2. The most recognized smell in the world is (a food or drink) \_\_\_\_\_. [*answer: coffee, #2 is peanut butter*]
3. What is America's favorite pizza topping? [*answer: pepperoni*]
4. DOUBLE POINT BONUS: What is Japan's favorite pizza topping? [*answer: squid*]
5. How long was the world's largest hot dog? [*answer: 16feet, 1inch*]
6. DOUBLE POINT BONUS: What product did Max Factor come up with to help girls better enjoy their pizza? [*answer: pizza proof lip stick – really!*]
7. How old is the Twinkie? [*answer: 78 years old, Jimmy Dewar, a Chicago bakery manager invented the Twinkie in 1930*]
8. DOUBLE POINT BONUS: What two items (fast food & drink) would it take to make a "Froky"? [*answer: Wendy's Frosty, and a Coca Cola Coke*]
9. McDonald's opened a training school in 1961. It was called \_\_\_\_\_ University. [*Answer: Hamburger* (this was answered earlier in the true/false section)]
10. McDonald's introduced Chicken \_\_\_\_\_ in 1983. [*answer: McNuggets*]

### Tie Breaker (if needed)

worth 5 points

1. On August 19, 1998 what pizza place set a new world's record by filling an order of 13,386 pizzas for 40,160 employees at 180 locations across the US? [*answer: Little Caesar's*]



## Session Four

**Session Discipline:** Bible Study

**Session Verse/Passage:** John 9:1-7

**Memorize:** John 9:4

**Session Purpose:** To teach students an experiential method of studying the bible.

### Preparation:

- Today's lesson will require students to do some writing, so have pens or pencils available for each student.
- Make sure each student has a copy of the Bible. Have several different translations available if possible.
- Secure a pair of latex gloves and a large bowl or pan and fill it 2/3 full of dirt.
- Arrange the chairs in a circle and place the secured items in the middle of the circle.
- Print and distribute copies of "**What? So What? Now What?**" to each student. These are half-sheet size to easily fit in student's bibles.
- Familiarize yourself with this method by practicing it with the assigned passages.
- **LOOKING AHEAD** Next week's session involves doing the ministry actions your group comes up with in today's session.

### Session Teaching Plan:

- **Step One—30 min. WHAT?** After students arrive, tell them that they will be learning an experiential method of studying the Bible. Tell them that they will be looking at two stories about Jesus from the gospel of John. Ask them to open their Bibles to John 9:1-7. Have a student read the story out loud as the others follow along. Now ask them to close their eyes and imagine they are in the story. Say, "**As I read the story again, I want you to imagine with your senses. What do you see? What do you hear? What do you smell? What do you taste? What do you feel?**" Read the story out loud slowly. Then, ask them to open their eyes and share their experience. Now, put on the surgical gloves, pick up the bowl/pan of dirt and spit in it. Then carry the container of dirt to each person and have them spit into it. Now, place it on the ground and mix the dirt and spit with your hands making a muddy paste. Hold up two handfuls of mud and ask the students if they would like to have this mud spread on their eyes. (Don't actually do it!) Have students talk about the "mud" from the perspectives of the blind man, Jesus, the disciples and others standing around. Ask, "**Why do you think Jesus chose to heal the man this way?**" (local beliefs may have attributed healing powers to saliva, but we really don't know why Jesus chose this method of healing) "**What do we learn about God from this story?**" (let students share their thoughts, then focus on this truth: God loves people so much that He is willing to get dirty to help them) Ask students if they can think of any other times in the Bible God got dirty to help people. (examples: God made man out of dirt; Jesus was born in a stable and placed in a feeding trough; Jesus washed the disciples' feet; Jesus was beaten, crucified and buried in a cave-tomb)
- **Step Two—5 min. SO WHAT?** Ask students, "**Why should you care about this story today?**" Allow them to discuss their answers. Ask them, "**What difference should it make in your life right now?**" Allow for discussion.
- **Step Three—5 min. NOW WHAT?** Say, "**Based on what you have experienced and learned from this story, what will you specifically do today in response to it?**" Guide the discussion toward practical ways students can show God's love by "getting dirty."
- **Step Four—20 min.** Say, "**We serve a God who does 'dirty jobs.'** Next week we are going to put this Bible Study into practice by showing God's love through doing

**dirty jobs.”** Now lead your group in coming up with a dirty job to do during next week’s session. Let the students come up with several ideas and then help them choose one that is appropriate and practical. Be sure to discuss what each person needs to do to be ready. (for example: tools, special equipment or clothing, transportation, etc.) Here are some possible dirty jobs for you to consider: clean toilets at the church; pick up trash in a neighborhood or park or along a road; yard work for the elderly or homebound; sort food or clothes for a local ministry; serve meals to the homeless; detail the vehicles of the church staff; offer an hour of work at a local nursing home. The possibilities are endless! Once the dirty job has been chosen, hold hands around the circle and close in prayer, thanking God for getting dirty to show us His love.

# WHAT?

*What is going on in this story?*

Imagine yourself in the story and engage your senses.  
What do you see? Hear? Smell? Taste? Feel?

Imagine you are one of the characters in the story.  
How do you feel about what happened?

What did you learn about God?

What did you learn about yourself?

Choose other characters and ask the same questions.

# SO WHAT?

*What difference does it make?*

Why should you care about this story today?

What difference should it make in your life right now?

# NOW WHAT?

*What are you going to do?*

Based on what you have experienced and learned from this story,  
what will you specifically do today in response to it?

# WHAT?

*What is going on in this story?*

Imagine yourself in the story and engage your senses.  
What do you see? Hear? Smell? Taste? Feel?

Imagine you are one of the characters in the story.  
How do you feel about what happened?

What did you learn about God?

What did you learn about yourself?

Choose other characters and ask the same questions.

# SO WHAT?

*What difference does it make?*

Why should you care about this story today?

What difference should it make in your life right now?

# NOW WHAT?

*What are you going to do?*

Based on what you have experienced and learned from this story,  
what will you specifically do today in response to it?



## Session Five

<b>Session Discipline:</b>	Ministry
<b>Session Verse/Passage:</b>	Mark 10:43-45
<b>Memorize:</b>	Mark 10:45
<b>Session Purpose:</b>	To give students an opportunity to share God's love by serving others through a "dirty job."

### Preparation:

- Today's session is the practical application follow-up to last week's session.
- You will need to be fully prepared for the "dirty job" your group chose to do. This will include enlisting plenty of parents or other adults to help; transportation if necessary; appropriate equipment/tools/supplies.
- If your "dirty job" will take longer than your normal Sunday time slot, be sure students and their parents are aware of the schedule. Good communication is essential.
- Use several methods of getting the word out to the youth and their parents about your "dirty job" plans. For example: email, newsletter, church bulletin, mid-week and Sunday morning announcements, etc.
- If your group will be traveling away from the church, be sure to have a permission slip/medical release form for each student.

### Session Teaching Plan:

- **Step One—5 min.** Gather your group before you set off to do the "dirty job." Go over any specific instructions appropriate to the task your team will be completing. Read (or have a student read) Mark 10:43-45. Say, **"Jesus showed us his love by getting dirty for us. He came to serve and give his life for others, and he is calling us to do the same. We are about to get dirty by serving and giving of our selves to others. Let's pray and ask God to take what we are about to do and use it for His glory."** Lead the group in prayer.
- **Step Two—\_\_\_\_\_ min.** Carry out your group's "dirty job" plan.
- **Step Three—15 min.** Be sure to allow for a time of debriefing. Have the students share about the experience—let them tell their stories. Remind them of the "What? So What? Now What?" Bible study method from last week. Tell them that they can use the same three questions to think about the ministry experience they just had. What did they learn? So what difference does/should it make? Now what will they do to put what they learned into practice? See if there is an interest in starting a "dirty job" ministry on a regular basis. Gather the group in a circle and ask for a volunteer to lead in a concluding prayer.

## Session Six

<b>Session Discipline:</b>	Worship
<b>Session Verse/Passage:</b>	John 4:23-24; Romans 12:1
<b>Session Purpose:</b>	To lead students to experience various ways to worship God through their gifts and talents.

### Preparation:

- **THIS SESSION HAS A PRE-REQUISITE FROM THREE WEEKS BEFORE**
- Touch base with the students that you enlisted to participate in this week's session. Make sure they understand what you have asked them to do and are prepared to use their talents and gifts to worship God during your time together.
- Gather any necessary supplies (paints, drama script, etc.) that they will need to worship God with their talent.

### Session Teaching Plan:

- **Step One – 5 min.** Ask a volunteer to read John 4:23-24. Direct the students to discuss the meaning of the verses.
- **Step Two – 10 min.** Ask students to identify different ways that we worship God (both inside and outside of church worship activities). Take the first 5 minutes to hear their answers. Then, remind them that people worship God doing many different things. People even do evangelism and ministry doing wild things. For instance, people travel the world skating and biking as they worship God. Others break bricks and swallow fire in their efforts to win people to Jesus. Today, however, we will be looking at ways that we can worship God, even in this setting, using our talents and gifts.
- **Step Three – 5 min.** Instruct students to focus their attention on the worship we do when we come together. Brainstorm one more time ways to worship in this setting. (Possible Answers: dancing, painting, drawing, playing instrument, singing, drama, speaking, etc.) Tell them that today we are going to participate in a group activity where some of our people will use their talents to worship God.
- **Step Four – 20 min.** The pre-enlisted students will now use their different talents and gifts as an act of worship.
- **Step Five – 5 min.** Ask the students to share what they enjoyed about the worship time involving our talents and gifts and why.
- **Step Six – 10 min.** Take a few minutes to explore even some more things we can do and ways we can worship God not just in this setting, but in everyday life. (Possible Answers: athletic ability, academic excellence, outgoing personality, public speaking, strong leadership skills, etc.) Ask them how they have been doing in using every part of life and every part of them to worship God.
- **Step Seven – 5 min.** Have another volunteer read Romans 12:1. Say "In closing, there are two things I want you to remember. 1. Worship goes beyond these walls. 2. Worship is life. And life is worship."

## Session Seven

**Discipline:** Memorization

**Verse/Passage:** 1 Corinthians 12:12-27

**Purpose:** To engage students in a creative way to help them memorize scripture.

### Preparation:

- Prepare bags for group skits.
- Depending on your group size, you may want to have more or fewer items in each bag.
- Items for each bag - large doll, shoe, hand-clappers on a stick(if you cant get these use a cut-out of a hand glued to a popsicle stick), ear of corn, cut-out of the letter I(die cuts from a craft store), large cut-out of a penny, white robe, nose from Mr. Potato Head, towel, & a large family Bible.
- Print out instructions for each bag including the Scripture.

### Session Teaching Plan:

- **Step One - 10 min.** Split your group into groups. Make sure you have enough bags for the amount of teams. Explain the idea. Say, "Each bag has items in it that you will use to create a skit that illustrates 1 Corinthians 12:12-27. You are to use each item in the bag at least once. You may use an item more than one time if you choose. Each person must play a part in the skit with a prop. You have 30 minutes to come up with your skit and then you will perform it in front of everyone" Split your groups up and give them each a bag.
- **Step Two - 30 min.** Check the progress of each group. Make sure each group is working to illustrate the passage and not just being silly.
- **Step Three - 20 min.** Give each group time to share their skit. Ask them questions about their skits (What part of the Body of Christ are you? Where do you fit in the body? Which item most represents you? How does God view us as a group?). After discussion, challenge students to consider memorizing the passage. Have someone close in prayer.

## Session Eight

<b>Session Discipline:</b>	Prayer
<b>Session Verse/Passage:</b>	Matt. 26:36-39
<b>Session Memory Verse:</b>	Matt. 5:6
<b>Session Purpose:</b>	To lead students to develop a more intimate prayer life with the Father by helping them learn how to be honest in prayer.

### Preparations:

- Secure a copy of Chris Rice's song entitled, "Big Enough" (from the album, "Past the Edges")
- A pencil or pen for every student.
- This will be a good session to have tables for everyone to write on, if possible.
- You will need some way to play the song so everyone can hear. (Boom box, sound system, etc.)
- Copies of the lyrics of "Big Enough" handout for every student.
- Copies of **Matt. 26:36-39** handout for every student.
- A Bible for every student
- A pencil or pen for each student.
- Tables won't really be necessary.

### Session Teaching Plan:

**Note: During this lesson the students may be challenged by the idea of "getting honest" with God. This is only to direct them to see that God can deal with our hurts and our disagreement with Him.**

**However, please make sure the leader of each group is sensitive enough to reassure that He is still God, He never changes, and His love and power are forever. The heart of this lesson is to challenge all of us to get even more intimate with God by better learning how to be honest with the One that already knows all of our inner most thoughts. He is sovereign (He's right!), but just as Chris Rice says in his song, I bet God is big enough for us to be completely honest – when we don't understand His plan.**

**And...please talk about how being intimate with God is also about sharing our deepest joys with Him – even if we don't think them worthy enough to discuss with others.**

- **Step One – 15 min.** Pass out copies of "Big Enough" by Chris Rice. Tell the students to follow along as they listen to the song. Tell them that tonight we are going to talk about being honest with God. This song by Chris Rice is a good example of someone being honest and asking the Father what is really on his mind. Ask them to underline words and phrases that stand out to them. Challenge them to really listen to God's heart for anything in the song that might really minister to them. Have students share their thoughts after the song.
- **Step Two - 20 min.** Pass out Matthew 26 handout. Instruct the students to take their Bibles, the handout, and a pen, and go find a place around the room where they can be alone. Challenge them to spend some time reading the scripture and answering the questions. Have them write down their answers. After about 10 minutes, or whenever they are all through, bring them back to the group and discuss their answers.

- ***Step Three – 15 min. [This will be a challenge for some teenagers. Challenge them anyway]***  
Have the students go find a place alone in the room again, and have them spend some quiet time in close, intimate prayer. Challenge them to really tell God (silently) what is on their hearts. This may seem like a long time, but challenge them anyway to stop and spend time with their Father in Heaven.
- ***Step Four – 10 min.*** Bring everyone back into the group and ask any to comment on what they think about being honest with God. Is it really difficult or easy? What are the biggest challenges? If it is easy, why is that? Close in prayer.

## ***Big Enough by Chris Rice***

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None of us knows and that makes it a mystery, if life is a comedy, then why all the tragedy

Three-and-a-half pounds of brain try to figure out what this world is all about

And is there an eternity, is there an eternity?

God if You're there I wish You'd show me, and God if You care then I need You to know me

I hope You don't mind me asking the questions

But I figure You're big enough, I figure You're big enough

Lying on pillows we're haunted and half-awake. Does anyone hear us pray, 'If I die before I wake

Then the morning comes and the mirror's another place

Where we wrestle face to face with the image of Deity, the image of Deity

God if You're there I wish You'd show me, and God if You care then I need You to know me

I hope You don't mind me asking the questions

But I figure You're big enough, I figure You're big enough

When I imagine the size of the universe and I wonder what's out past the edges

Then I discover inside me a space as big and believe that I'm meant to be

Filled up with more than just questions

God if You're there I wish You'd show me, and God if You care then I need You to know me

I hope You don't mind me asking the questions

But I figure You're big enough, I figure You're big enough

Cause I am not big enough.

## Matthew 26:36-39

- **Question 1:** What has been happening with Jesus and the disciples up to this point?
- **Question 2:** What is getting ready to happen?
- **Question 3:** Why do you think Jesus was so "grieved"? (Don't just put down that He was getting ready to be crucified, even though that was probably a huge part of it. Try to think beyond that. What else could He have been thinking about that either had to do with the upcoming crucifixion, or maybe other things. For example, could He have also been thinking about how this would affect His disciples? What do you think?)
- **Question 4:** Why do you think Jesus told His disciples He was grieved to the point of death? What do you think He really meant by that?
- **Question 5:** Do you think Jesus wanted to back out of going through with everything?
- **Question 6:** (v. 34) Despite all His agony, what did Jesus really do? What was His final statement to God?
- **Question 7:** How do you think you would pray if you were getting ready to be put to death for your faith? If you were getting ready to die for Jesus?

## Session Nine

<b>Session Discipline:</b>	Evangelism
<b>Session Verse/Passage</b>	Romans 10:14-15
<b>Session Purpose:</b>	To lead students to discuss effective ways of evangelism and ways students can better communicate the gospel.

### Preparation:

- Purchase a copy of NOOMA Bullhorn, by Rob Bell. It will cost anywhere from \$10 - \$13. You can purchase this video at Mardels, Lifeway Christian Stores, or you can order it at [www.nooma.com](http://www.nooma.com).
- Preview the video before your group meets.
- Prepare your room with a TV or projector and screen and set up your room where your students could easily form into two groups
- Provide two large pieces of butcher paper to hang on the wall, and a marker for each group.
- NOTE: Next week's follow-up session will require some travel, so distribute any permission slips or liability release forms to students this week so they can be gathered up next week before traveling.

### Session Teaching Plan:

- **Step One – 5 minutes ó Explain** ó Gather your students in one large group and explain that today we will be learning about evangelism, which is the sharing of the Gospel. Before showing the video ask your students to come up with a definition of "Extreme Evangelism".
- **Step Two – 15 minutes ó Video** ó Show Nooma Video "Bullhorn".
- **Step Three – 15 minutes ó Discuss** ó Following the video divide your group into 2 groups. Ask them to discuss the following questions:
  - If you were to see someone with a bullhorn like the guy in the video, how would you feel about that person?
  - Is the problem in this video what this guy is saying with the bullhorn, or how he is saying it?
  - If you had the bullhorn what would you say?
  - What other ways do we turn people off to the message of Jesus Christ?
- **Step Four – 20 minutes ó Challenge** ó Have someone read Romans 10:14-15 and discuss with your group the importance of sharing the gospel with other people, then focus on verse 15 by asking "is shouting at people with a bullhorn a way to share the gospel that would make the presenter seem as someone beautiful? What would make the presenter appear more favorable? Say: "What is a way to better communicate the message of Jesus Christ with other people?" Have the two groups write on a piece of paper on the wall. Challenge them to come up with a more effective way to share and or show other people the love of Jesus Christ. Challenge your group that they have to come up with Extreme Evangelism ideas that would not be threatening like the bullhorn guy. Encourage your group to think creatively and to think outside the norm. Give your group 10 minutes to come up with ideas and to write their ideas on their piece of paper.



Then for the final remaining time, have your groups present their ideas to each other. If you have time, you might even have your group role play how they would share the gospel with the ideas they have come up with.

- **Step Five – 5 minutes – Wrap Up** – Tell students that next week in Sumphero, they will be putting into practice the creative ideas that they come up with to share the gospel.

## Session Ten

**Session Discipline:** Ministry (**This session is a follow-up to Session Nine, please consider doing them in the planned order**)

**Session Verse/Passage:** Romans 10:14-15

**Session Purpose:** To give students the opportunity to engage in ministry by sharing the gospel in ways that they themselves suggested the week before.

### Preparation:

- Note: This session will be as effective as the work put into it the week before. Last week, students were asked to come up with some appropriate ways to tell people about Jesus. They were shown some ways that are not so beautiful and then asked to brainstorm ways that would be more engaging to the lost world. It is the job of the leader to take what was said last week in your group time and then prepare to go and do that kind of evangelism this week.
- Secure the permission slips from the students allowing them to leave the church to go carry out this week's ministry.
- Gather the pieces of butcher paper that your students wrote their ideas on the week before and have them displayed on the wall or the floor.
- Gather any necessary supplies to carry out this ministry endeavor. For instance, if your group said that they wanted to give away bottles of water or some other gift to go along with their message, you will need to gather enough of those for where you plan to carry this out. If your students said they wanted to distribute Bibles and share their testimony, you will need to round up some Bibles. In short, gather whatever supplies they will need to carry out their ideas.
- Prepare the necessary transportation to take your students to share the gospel. You may be heading from house to house or you may be heading to a public place. In any case, you will need enough vehicles and drivers to get the students where they need to go.

### Session Teaching Plan:

- **Step One – 5 min.** Ask the students to recall something from the NOOMA video "Bullhorn" that stood out to them about evangelism. Spend a few minutes discussing their answers.
- **Step Two – 5 min.** Have a volunteer read Romans 10:14-15. Remind them that we are called to share the good news with as many people as possible. Say "Today, we are going to give you a chance to carry out your ideas for sharing Jesus with others. Last week, you came up with ways we can evangelize non-Christians and today we get to put that into practice."
- **Step Three – 40 min.** Take the students to your desired location(s) to put into practice their evangelism suggestions from last week. If it is doing something at a public place, take them there. If it is dropping them off in a neighborhood to go door-to-door doing servant-hood evangelism, then take them there. This will vary for each group.
- **Step Four – 10 min.** When you arrive back together, have the students discuss their adventures.

## Session Eleven

<b>Session Discipline:</b>	Memorization
<b>Session Verse/Passage</b>	John 14:1-6
<b>Memory Verse:</b>	John 14:6
<b>Session Purpose:</b>	To help students memorize scripture by creating a commercial using the memory verse.

### Preparation:

- Set up your room to have an area where your groups can perform their commercials at the end of this session.
- Make copies of the memory cards included in this session to pass out to your students.
- This session would be great to use during a televised football game. You could do a "Football Game Day" and use this session to create commercials to act out at halftime.

### Session Teaching Plan:

- **Step One – 5 minutes** ó **Explain** ó Gather your students in one large group and discuss the importance of memorizing scripture. Ask your group "what is the benefit to the Christian to memorizing scripture? What makes it difficult to memorize scripture?"
- **Step Two – 10 minutes** ó **Scripture** ó Read through John 14:1-6 and discuss verse 6. Ask your group this question, "why can no one come to the Father except through Jesus?"
- **Step Three – 25 minutes** ó **Create** ó Divide your group into smaller groups of 5-10 students. Ask your group to come up with a jingle of some kind using the memory verse. Also they have to advertise this slogan "Jesus is the only way to God."
- **Step Four – 20 minutes** ó **Perform** ó Have the groups perform their commercials for the rest of the participants.

# **JOHN 14:6**

**Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me."**

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## Session Twelve

### Session Discipline:

Ministry

### Session Verse/Passage:

Philippians 2:3-4; 2 Corinthians 9:12

### Session Purpose:

To challenge students to identify the needs of others before their own and to also actively seek to fulfill others needs first.

### Preparation:

- Today's lesson will involve students taking part in a meal or a snack. You must decide days prior to your meeting time what kind of meal you want to have and who will provide it. You can either ask different volunteers to provide a specific dish or food item or you can order in pizza, sandwiches, or just buy some bags of chips and other various snacks. Make sure you remember to have enough plates, cups, napkins, and even ice available for your meal.
- Later in the lesson students will get in groups to examine and apply two scripture passages. Have some extra Bibles available.

### Session Teaching Plan:

- **Step One – 40 min.** The idea behind this meal or snack is that the students cannot verbally or nonverbally ask for anything. The only thing they can do is serve each other. They cannot serve themselves or ask for anything (for instance, they cannot get their own refills; someone else will have to notice and do it for them). When students are serving others they can ask each other questions (for instance, "do you want more to eat or drink").
  - **Option #1:** As you begin say, "Today we will be having a meal together." Pray for the meal and then share with the students the rules for the meal and have other adults available to help enforce the rules.
  - **Option #2:** As you begin say, "Today we will be having a meal together." Pray for the meal and then begin, but do not share the rules. Say, "You are only allowed to get your food in a certain way and until you do it right you can not eat." Let them figure out the rules themselves. Have your adult workers observe at the food tables and at different places within the room so you can prevent anyone from eating that has not followed the established rules. Only allow those who have followed the rules to share in the meal. At some point if they still are struggling to understand idea, feel free to give hints or even just explain it to them.
- **Step Two – 10 min.** After you have spent enough time eating and teaching the students the importance of serving others through the activity, bring the group together and spend a few moments to allow them to discuss the impact of the meal. Ask your students a series of questions like, "What were your thoughts on the meal and the rules for eating? Was it hard adapting to a new way of getting what you wanted? Were you able to solely focus on meeting the needs of others or were you constantly reminded about what you were or were not getting? What would the church, your family, or even your group of friends be like if everyone began to solely focus on the needs of others before ever considering their own? What would change? Can you commit to do this?"

**CLOSING...**

- ***Step Four – 10 min.*** Have students get in groups of 2-3 and read the following verses of Scripture: Philippians 2:3-4 and 2 Corinthians 9:12. Have them share with each other the impact those verses should have on their lives. After a time of discussion ask the groups to spend some time in prayer about meeting the needs of others and dismiss the meeting.