

Session Thirteen

Session Discipline:

Fasting

Session Verse/Passage:

Romans 1:25; Colossians 4:2; Joshua 1:8

Session Purpose:

To challenge students to consider how much more time they devote to connecting with other people in comparison to time spent connecting with God.

Preparation:

- Today's lesson will require students to reflect on the week and to do some evaluation of their lives.
- Print out the "**Communication Evaluation Handout**" for each person.
- Print out the "**Communication Evaluation Posters**" and hang them up on the wall in various places in the room (if hanging the posters on the wall is not an option, simply scatter them on tables so students can easily access them).
- Print out the "**Fasting Scripture Reflection Handout**" for each person.
- Students will need to access their Bibles so have a few extra Bibles available for students.
- Make sure you have plenty pencils or pens for your students.
- 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 this week.

Session Teaching Plan:

- **Step One – 15 min.** Introduce the activity by saying, *"Today we will evaluate ourselves when it comes to how much more time we are devoting ourselves to connecting with other people through things like text messaging, surfing the net, myspace/facebook, email, on the phone, etc. than we do connecting with God."* Distribute the "**Communication Evaluation Handout**". Say, *"Please do your best to estimate and be honest in your answers. For each activity make sure you estimate how many times you have participated in that activity this past week, as well as, how much time you devoted to that activity this past week."*
- **Step Two – 15 min.** After everyone has had enough time completing their handout say, *"Now that you have been able to identify how much time you are devoting yourself to each particular activity, we are going to write all of our statistics on the posters up in the room. For text messaging, go to the Text Messaging poster and in the proper place write how many times you have participated in that activity and how much time you have devoted to that activity this week."*
- **Step Three – 20 min.** After everyone has had a chance to write their stats on the various posters, handout the "**Fasting Scripture Reflection Handout**" to each person. Say, *"This week we will be participating in a fast. Take some time to interact with the scriptures and allow God to prepare your heart for the fast."* Give them several minutes to interact with and respond to the scriptures. As your students do this, gather your adult workers to help you add up all the stats for each activity. After the students have had adequate time in God's Word, share with them the results from their evaluations. For instance, you would say for each

activity, *“As a group we participated in “whatever the activity” over 163 times this week and devoted ourselves to “whatever the activity” for over 27 hours this week.”* The idea will be to compare our devotion to certain activities over connecting with God.

CLOSING...

- ***Step Three – 10 min.*** After you have presented all the information regarding our involvement in the different activities explain to the students that this week they will be participating in a “Conveniences Fast”. Say, *“A Convenience Fast means to fast from things like text messaging, email, surfing the Web, Telephone, and Myspace/Facebook. This week you have the opportunity to fast from some or maybe even all of these things. When we conclude our time I invite you to come and sign up for which activity you want to fast from for 3 days (or maybe even more). Remember that the purpose with the fast is not about self-deprivation. As you long for the activity that you have given up, focus on Christ, the person for whom we should consistently long.”* Conclude your time in prayer.

Communication Evaluation

Instructions

- 1) Take the time to reflect on last week. How many times did you participate in the listed activity and how much time did you spend in it.
- 2) Do your best to estimate and be honest about your answers.

Activity	How MANY times did you participate in the activity "AND" how MUCH time did you spend in it?
Text Messaging	
Email	
Facebook/Myspace/etc...	
Talking on Phone	
Instant Messaging	
Surfing the Internet	
Video Games or Computer Games	
Communicate with God in genuine conversation (Prayer)	
Spending time learning about God through His Word (Bible Reading)	

Fasting Scripture Reflection

Instructions

- 1) Look up each passage of scripture and read it carefully.
- 2) After examining each set of scriptures write down your reaction and how you need to respond

Romans 1:25 _____

Ephesians 6:18, Philippians 4:6, Colossians 4:2, 1 Thessalonians 5:17, James 5:16 _____

Joshua 1:8, Psalm 1:1-2, Psalm 119:9-11, 37, 97-98 _____

Fasting Scripture Reflection

Instructions

- 1) Look up each passage of scripture and read it carefully.
- 2) After examining each set of scriptures write down your reaction and how you need to respond

Romans 1:25 _____

Ephesians 6:18, Philippians 4:6, Colossians 4:2, 1 Thessalonians 5:17, James 5:16 _____

Joshua 1:8, Psalm 1:1-2, Psalm 119:9-11, 37, 97-98 _____

Session Fourteen

Session Discipline:	Worship
Session Verse/Passage:	Hebrews 12:28-29; Isaiah 6:1-8
Session Purpose:	To challenge students to see God in a way that causes them to be in awe and revere Him.

Preparation:

- Today's lesson will involve both large group and small group time. The major activity today will require students to get in groups and walk through different stations.
- There will be four different stations. **Station #1:** How Big Is the Universe?, **Station #2:** Indescribable, **Station #3:** The Prophet Isaiah, **Station #4:** Martyrs for Christ
- Print out the signs that go with each station. At each Station you will hang up the appropriate signs on an available wall in the correct order (See the bottom right of each page to find each pages order).
- Print out all the handouts (Station 2 & 3) that go with the appropriate station and make sure you have enough for each person. Place them in the appropriate stations with plenty of pens or pencils.
- If you have access to four rooms you will be able to use each room as a station. If not, simply use as large a room as possible and then you can assign a different corner for each station.
- For station #2 you will need a CD player and Christ Tomlin's song "Indescribable" found on his CD, "Arriving".
- After every group has finished all the stations, you will need to secure another CD player (or just snag the one from station #2, to play Matt Redman's song "Facedown" on his CD, "Facedown".

Session Teaching Plan:

INTRODUCTION...

- **Step One – 5 min.** Begin by **reviewing** last week's activity on fasting. Remind them about the fast and discuss with them how it went. Say, "Last week you were supposed to fast from things like text messaging, emailing, computers, cell phones, etc. How did it go and were you able to spend more time communicating with the most important person—God?" Do your best to connect their fast with today's lesson on worship. Say, "*If you were able to commit yourself totally to fasting from those conveniences, whether you know it or not, it should have led you to worship God in a deeper way without those other distractions. In fact, that is what we will focus on tonight.*"
- **Step Two – 5 min.** Begin introducing today's lesson by first dividing them into their groups to prepare for the four different stations. You will need to divide your large group into teams of 3-4 people. If you have more than four teams, you will just have to have more than 1 team at a station at a time. Yet they will still need to work with only their small group of 3-4 people although they might still be at the same station with another team(s). Once they are in their small teams,

ask a series of questions for them to discuss as a way of introducing the purpose of the stations they are about to participate in. Ask the following set of questions, *“What are some things in life that have really made you wonder in amazement or in awe (i.e. the Rocky Mountains, a Rainbow, a true story portrayed in a movie, a sporting event, a gift that someone has given you, etc.? Why did it make you wonder in amazement or in awe? What did you do in response?”*

THE FEATURED ACTIVITY...

- **Step Three – 40 min.** Before sending each group to their assigned station, brief them on where they are supposed to start and where they will go afterward. (Station #4 goes to Station #1 and Station #1 goes to Station #2 and so on...) If you have an adult that can be at each station to help each small team that would be beneficial, but if not, each sign that you hang and every handout that you provide has specific directions for them to follow, so they should be O.K. on their own. After briefing them on their station rotation, send them on their way and say, *“You will only have 10 minutes at each station and I will make you aware of when it is time to rotate. Please stay on task and do not waste any time.”*

CLOSING...

- **Step Four – 10 min.** Have students gather back together as a large group. Begin by asking a few to share their thoughts regarding the different stations. Take a few moments to ask the following type of questions, *“What were you challenged with? How should you now respond to God?”* Help them understand and be able to connect with the purpose of the Stations. Say, *“At every station you were challenged with the greatness of God through his creative genius of the Universe, His indescribable nature, His holiness in contrast to our unworthiness, and by those who have followed God faithfully even to their deaths. These examples force us to be in awe of God, to have an incredible fear and respect for who He is”*
 - Close the lesson by giving them the opportunity to show an act of reverence and awe of God with their physical posture before God. Read **Hebrews 12:28-29** *“Therefore, since we are receiving a kingdom that cannot be shaken, let us be thankful, and so worship God acceptably with reverence and awe, for our “God is a consuming fire.”* then say, *“Feel the freedom to put yourself “facedown” before God as we take some time to show him honor and respect not only with the posture of our bodies but also with the postures of our hearts.”* Invite them to kneel or even lay down as you begin to play the song, Facedown by Matt Redman. After the song, close your worship with prayer.

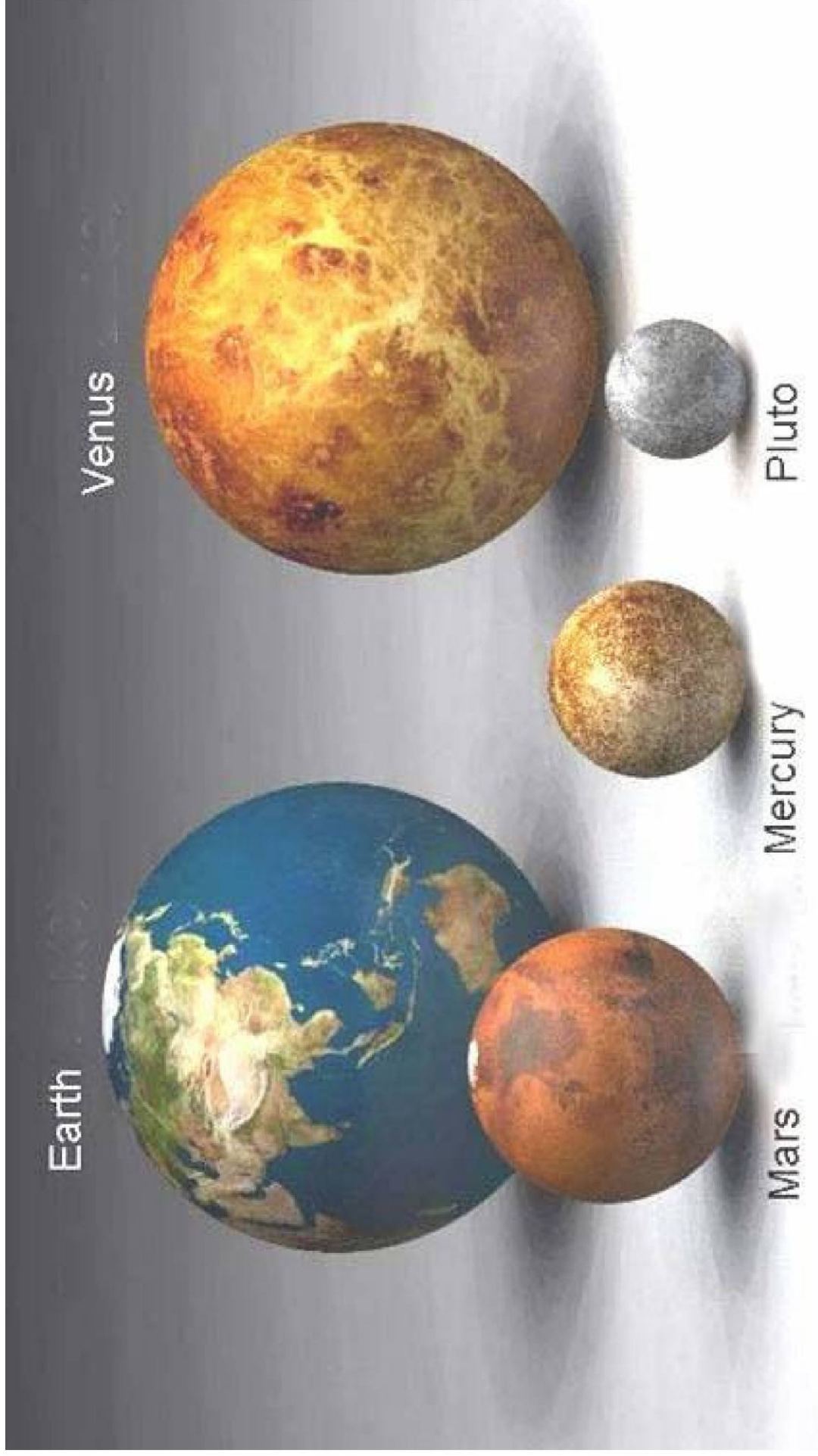
Station #1

How Big
is the Universe?

Instructions

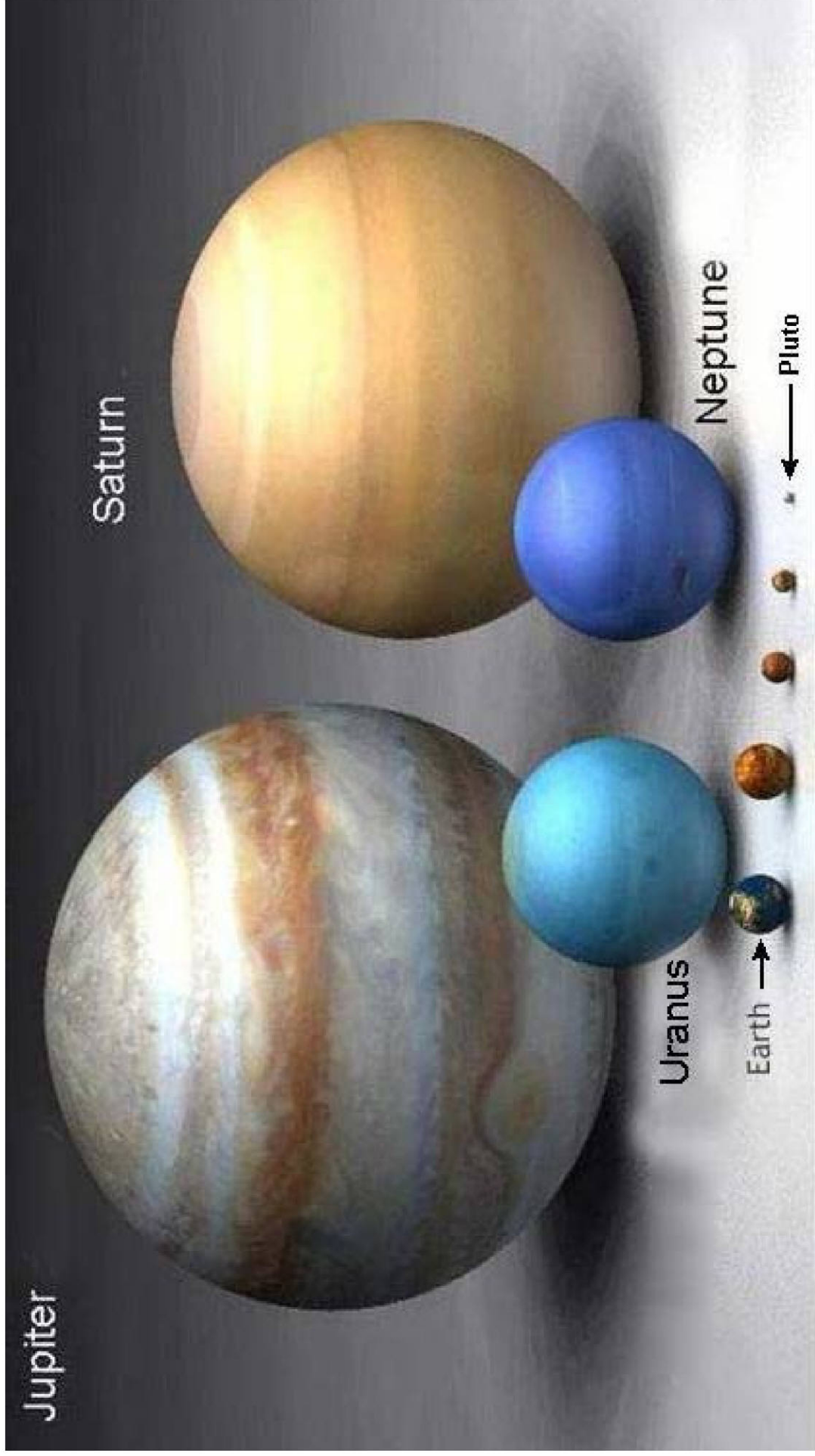
- 1) As a group take time at each sign to examine the greatness of our big Universe and please go in order.
- 2) Take time to read the special notes within each sign if provided.
- 3) At the end, take time as a group to answer the group discussion questions.

How Big is the Universe?



“In the beginning God created the heavens and the earth.” **Genesis 1:1**

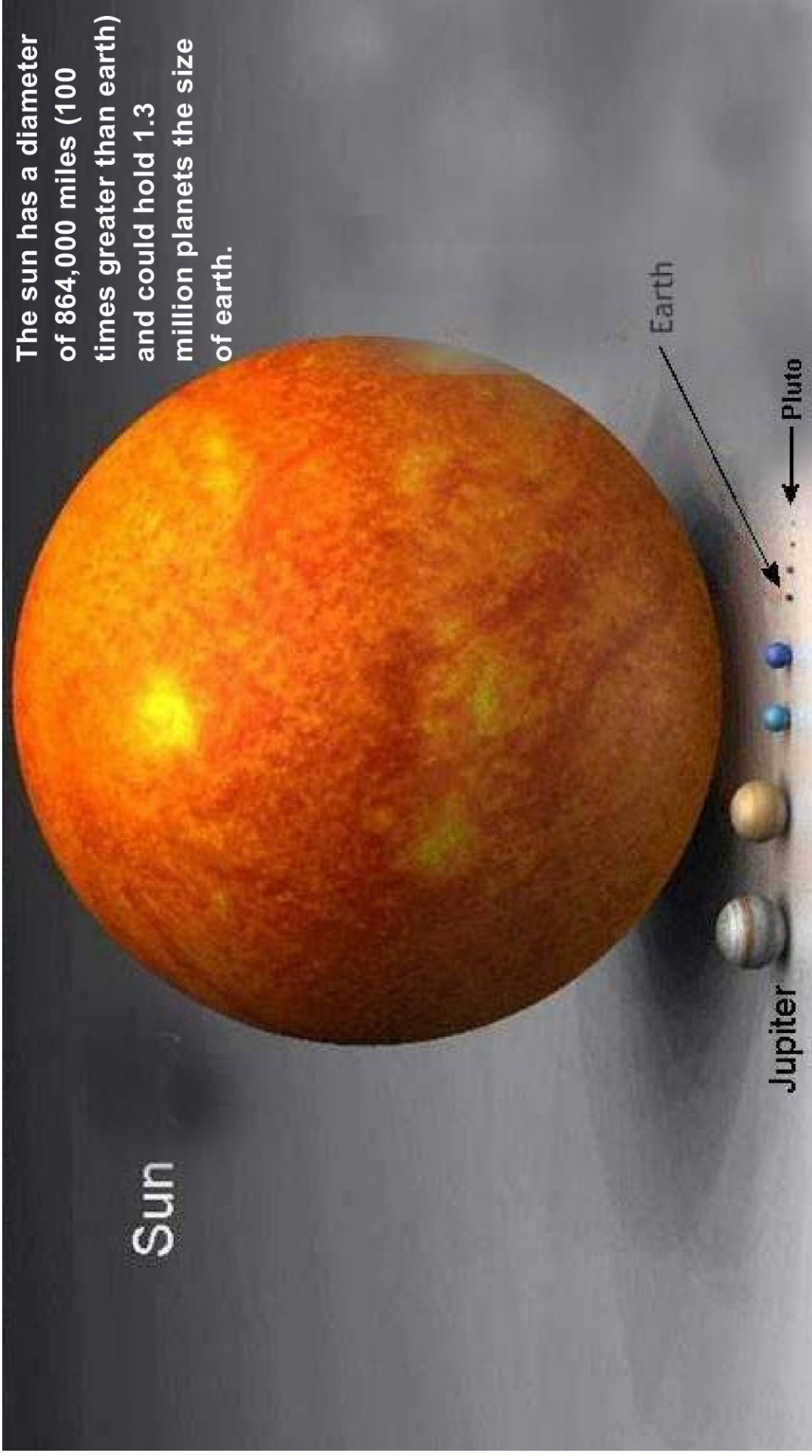
How Big is the Universe?



“In the beginning God created the heavens and the earth.” **Genesis 1:1**

How Big is the Universe?

The sun has a diameter of 864,000 miles (100 times greater than earth) and could hold 1.3 million planets the size of earth.



“In the beginning God created the heavens and the earth.” **Genesis 1:1**

How Big is the Universe?

Sunlight travels at 186,000 miles per second, about 8.5 minutes to reach earth. That same light would take more than four years to reach the nearest star 24 trillion miles away and almost 40 light years to reach the star Arcturus.



Arcturus



Pollux



Sirius



Sun

At this scale...

Jupiter is about 1 pixel in size and the Earth is invisible

How Big is the Universe?

The Betelgeuse star has a diameter of over 500 million miles (650 times greater than the sun). If it replaced our sun it would engulf all the planets up to Mars.



Betelgeuse

Antares

Rigel

Aldebaran

Sirius Pollux Arcturus

At this scale...

The Sun is about 1 pixel in size and Jupiter is invisible

How Big is the Universe?

Bigger than we can ever imagine!

Yet we read in Colossians 1:16-17 that...

*For by him **all things** were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; **all things were created by him and for him**. He is before all things, and **in him all things hold together**.*

Station #1 Group Discussion...

- 1) Read Colossians 1:16-17 again. After viewing the scope of our universe and reading Colossians 1:16-17, what does it tell us about God, our Creator?
- 2) How do your thoughts about life change in regards to God our great and powerful Creator?
- 3) What current struggle and difficulty are you going through or have gone through in the past that seems so minor and maybe even petty knowing the greatness and power of God through His creation?
- 4) As a group, spend the next few moments in prayer thanking God for his greatness & power?

Station #2



Station #2 Group Discussion...

- 1) What words or phrases were particularly meaningful as you listened to this song about God and share why?
- 2) What are your thoughts considering we serve an indescribable God?
- 3) How should we respond to God knowing that He is indescribable?
- 4) As a group, spend the next few moments in prayer thanking God for who He is?

Indescribable Handout

Instructions

- 1) Play the song Indescribable
- 2) As you listen to the song underline any words or phrases that you find particularly meaningful.
- 3) Take time as a group to answer the group discussion questions.

Indescribable

By Chris Tomlin

From the highest of heights to the depths of the sea
Creation's revealing Your majesty
From the colors of fall to the fragrance of spring
Every creature unique in the song that it sings
all exclaiming

Indescribable, uncontainable,
You placed the stars in the sky
And You know them by name.
You are amazing God
All powerful, untamable,
Awestruck we fall to our knees as we humbly proclaim
You are amazing God

Who has told every lightning bolt where it should go
Or seen heavenly storehouses laden with snow
Who imagined the sun and gives source to its light
Yet conceals it to bring us the coolness of night None can fathom

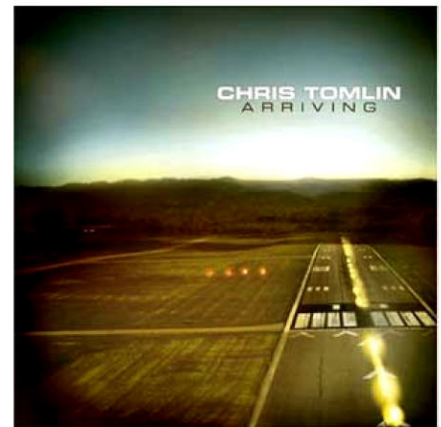
Indescribable, uncontainable,
You placed the stars in the sky and You know them by name
You are amazing God
All powerful, untamable, Awestruck we fall to our knees as we humbly proclaim
You are amazing God, You are amazing God

Indescribable, uncontainable,
You placed the stars in the sky and You know them by name.
You are amazing God

All powerful, untamable,
Awestruck we fall to our knees as we humbly proclaim
You are amazing God

Indescribable, uncontainable,
You placed the stars in the sky and You know them by name.
You are amazing God

Incomparable, unchangeable
You see the depths of my heart and You love me the same
You are amazing God, You are amazing God



Station #3



The Prophet Isaiah

Station #3 Group Discussion...

- 1) Isaiah “saw the Lord”! How have you seen the Lord in amazing ways in life?
- 2) In what two ways specifically did Isaiah “respond” to God after seeing Him?
- 3) Explain why Isaiah responded in that way?
- 4) Have you responded to God like Isaiah? Why or why not?
- 5) As a group, spend the next few moments in prayer asking God to show Himself to you in such a way that would demand of you a response like Isaiah?

The Prophet Isaiah Handout

Instructions

- 1) Read the following passage of Scripture as a group.
- 2) As you read the passage underline any words or phrases that you find particularly meaningful.

The Prophet Isaiah

Isaiah 6:1-8

- 1 In the year that King Uzziah died, I saw the Lord seated on a throne, high and exalted, and the train of his robe filled the temple.
- 2 Above him were seraphs, each with six wings: With two wings they covered their faces, with two they covered their feet, and with two they were flying.
- 3 And they were calling to one another: "Holy, holy, holy is the LORD Almighty; the whole earth is full of his glory."
- 4 At the sound of their voices the doorposts and thresholds shook and the temple was filled with smoke.
- 5 "Woe to me!" I cried. "I am ruined! For I am a man of unclean lips, and I live among a people of unclean lips, and my eyes have seen the King, the LORD Almighty."
- 6 Then one of the seraphs flew to me with a live coal in his hand, which he had taken with tongs from the altar.
- 7 With it he touched my mouth and said, "See, this has touched your lips; your guilt is taken away and your sin atoned for."
- 8 Then I heard the voice of the Lord saying, "Whom shall I send? And who will go for us?" And I said, "Here am I. Send me!"

Station #4



Martyrs for Christ

Martyrs for Christ

Instructions

- 1) Someone in the group volunteer to read out loud the following internet articles regarding real life instances of persecution of Christians.
- 2) As you read or hear the articles take note of the incredible sacrifice people are making in order to follow Christ.
- 3) After reading and studying the passage, take time as a group to answer the group discussion questions.

SRI LANKA - Pastor Killed, Wife Seriously Injured in Attack

SRI LANKA – On February 17 2008, Pastor Neil Edirisinghe, of the House Church Foundation, was gunned down by two assailants outside his home in Ampara, Sri Lanka.

According to a report by the National Christian Evangelical Alliance of Sri Lanka (NCEASL), “Pastor Edirisinghe was engaged in the Lord’s ministry in Ampara for many years. The attackers also shot his wife in the stomach. At last report, she was in the hospital in critical condition. Their 2-year-old son who received a minor injury in the attack is also suffering from trauma.”

NCEASL added that the motive for the attacks was believed to be in response to Pastor Edirisinghe’s ministry. The Voice of the Martyrs is assisting the family during this difficult time. Pray for peace and comfort for Pastor Edirisinghe’s family. Pray for a speedy recovery for his wife and child and for them to rely on the great Comforter, the Holy Spirit.

Taken from <http://www.persecution.com/news/index.cfm?action=fullstory&newsID=591>

PHILIPPINES – Attacker Shoots Two Pastors, Wife; One Pastor Killed

On April 15 2008, Pastor Vic Vicera, his wife, Beth; and Pastor were shot at when an unknown assailant stormed Pastor Vicera’s home in Mindanao, Philippines, and started shooting. Pastor Vicera was killed in the attack.

According to The Voice of the Martyrs contacts, “Pastor Vic and his wife, Beth, and Pastor Noli were having a conversation early that evening. They were talking about their plans to minister in a Muslim tribal area, when suddenly the killer came in and started firing at them.”



VOM contacts added, “Pastor Vic got four gunshots, two at the upper part of the knees that went through his navel and two shots to the lower part of his knees, the bullets remained in his stomach. Beth, his wife, got two gunshots, one in her palm and one in her leg. Pastor Saturnino got one shot in his leg; the bullet went through his leg.” Pastor Vic was killed, and Beth and Saturnino are being treated by doctors.

Even though VOM contacts could not confirm the reason for the attack, they reported that Pastor Vic lived among Muslims who wanted him to join Islam, but he refused. “Earlier in the week, my wife and I went to their [Pastor Vic’s] house and talked about the ministry. Their house is surrounded by Muslim houses. I heard before that there were Muslims wanting Pastor Vic to join the Islam faith, but he refused. [At] this time we still don’t know those responsible for his death, but some said that Muslims are responsible,” a VOM contact said.

Taken from <http://www.persecution.com/news/index.cfm?action=fullstory&newsID=603>

Station #4 Group Discussion...

1) What are your initial thoughts of the people who gave their life for the cause of Christ?

2) Read Hebrews 11:36-38.

36 Some faced jeers and flogging, while still others were chained and put in prison. 37 They were stoned ; they were sawed in two; they were put to death by the sword. They went about in sheepskins and goatskins, destitute, persecuted and mistreated--38 the world was not worthy of them. They wandered in deserts and mountains, and in caves and holes in the ground.

3) What enables a person to be willing to lose everything, including their life for Christ?

4) What have you had to endure because of following Christ?

5) What would prevent you from being like those in Sri Lanka or the Philippines?

6) As a group pray about your willingness to suffer persecution for Christ.

Session Fifteen

Session Discipline:	Bible Study
Session Verse/Passage:	Luke 18:35-43, Mark 14:32-39, 2Cor. 12:7-10
Session Memory Verse:	Matt. 26:39b (<i>ōí not as I will, but as Thou will. ’’</i>)
Session Purpose:	To lead students to discover in, God’s Word, why He doesn’t always answer our prayers the way <u>we</u> would.

Preparations:

- Today’s lesson would be a good lesson to have tables if possible.
- Make enough copies of The P’s and Q’s Bible Study Method for each student to have a copy (both pages ó it would be a good idea to make some extra copies of the second page)
- Secure Bibles for each of the three groups. It would be better to have a few different translations for the students to compare as they study.
- Have a pencil or pen for every student.

Session Teaching Plan:

- **Step One – 30 min.** Give each student a copy of **The P’s and Q’s of Bible Study Method**. Split into 3 groups, even if there is only 1 in each group. (if less, have all do all 3 passages) Assign each group as follows:
 - Group 1 - Use the P’s and Q’s method to go through Luke 18:35-43. Have the group work together, but each record their findings. Challenge the group to come up with some main observations they notice that are worth mentioning.
 - Group 2 ó use the P’s and Q’s method to go through Mark 14: 32-39. Same as group 1.
 - Group 3 ó use the P’s and Q’s method to go through 2 Cor. 12:7-10. Same as the other groups.
- **Step Two – 10 min.** Bring all the groups back together. Have each group read their passage for the entire group and then report about the main observations they discovered. After all three groups have reported, tell the group that God usually has one of three responses to our requests: “yes,” “no,” and “wait.” Ask the entire group which answer they think was given in the three passages the groups just studied.
- **Step Three 10min.** Have the three groups get together again, and this time try to find another example of when God said yes, no, and wait.
- **Step Four 10 min.** Bring all the groups back together and have them report on how many examples they could come up with. Close in prayer.

The P's and Q's Bible Study Method

P's ó Principles ó Write down the principals that the passage teaches. Go verse by verse.

Q's ó Questions ó Answer the following questions in regard to the principals 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 ó Upon answering the questions, what specific action do I need to take?

The Learned Principals:

Questions

Sin to confess:

Example to model:

Command to obey:

Application:

Session Sixteen

Session Discipline:	Prayer
Session Verse/Passage:	Luke 10:30-35
Session Memory Verse:	Matt. 5:44
Session Purpose:	To lead students to remain faithful in prayer, <u>even when it is tough to pray.</u>

Preparations

- Have a copy of each of the **3 Prayer Scenarios (Appendix 1)** ready to give one of the three groups from Step One.
- Have enough copies of the **Tough Prayer List (Appendix 2)** for each student to have one.
- Have a pencil or pen for each student.
- Have at least one Bible
- Secure a copy of the movie Patch Adams (copyright 1999, Universal Studios *note: Under the Copyright Act in sections 107-118 groups can show a video as a non-profit group for education purposes. This is called the “Fair Use Act” and covers any church using the video clip as is suggested in this lesson.*)
- Secure a way to show the video clip to the entire group at once.
- Have a copy of the intro (**Appendix 3**) for the Patch Adams clip

Session Teaching Plan:

- **Step One – 15 min.** Split students into 3 groups. Give a copy of one of the three Prayer Scenarios to each group and instruct them to read their perspective story together. Have them listen to the story and determine how they think God answered in their story. Meet back together and have each group report.
- **Step Two - 15 min.** Pass out a copy of Tough Prayer List to each student and instruct them to get alone somewhere in the room and fill out as best they can each of the lists. Also, after they have completed their lists, challenge them to spend some time praying for those that are most difficult to pray for. After about 10 minutes, have the group come back together and ask some to share some of their lists and compare with others. How many people listed the same famous people, and the same things that make it difficult to pray. Note: Do not ask about the third list.
- **Step Three – 15 min.** Have someone read Luke 10:30-35 to the group and then talk about the difficulty in this story.

- **Step Four – 15 min.** End your session by playing the segment of Patch Adams to the group, and use the **intro. (Appendix 3)** to read to the group, beforehand, to set up the clip.

After watching the video clip, ask the group what they thought of his prayer. Then ask them (if it hasn't been stated) even though this is a Hollywood movie, how do you think God would really react to a prayer like this. Try to remember what Patch has just been through, and how he loved this girl who was taken from him. Please tell them that even if Hollywood was stating a reincarnation type thing with the butterfly (which is totally not Biblical!), is it too far-fetched to think that God might use a similar thing to remind us of how present He is in the middle of our pain, and how He really cares. Could the butterfly have been a reminder that this woman who died was not a butterfly but was now free, and so Patch could continue life, while missing her, helping others as they had been doing, before, together. End with prayer.

Appendix 1

Prayer Scenarios (true stories)

Scenario # 1

His name was Brent. He was a sophomore, and attended a high school in the Oklahoma City area. Brent was an only child, was loved desperately by his mom, and had an ideal father/son relationship with his dad. Brent was his parents' life. During that tenth grade year, the doctors discovered a type of cancer called Hodgkins Disease. As one could imagine, this news caught Brent and his family off guard. After some treatment, his examinations came back clear! After much prayer, his family and youth group praised God for His grace and answer of "yes" they thought. His next year was full of joy and clear six-month check-ups! During his senior year, his six month check-up came back not so clear. The cancer was back. And, so were the prayers. Would God answer "yes" again? Soon after his relapse, Brent passed away, and just before he could graduate from high school. More than twenty years later, his parents still wonder why God answered "no." But, did God really answer no? Brent's parents and youth group and church prayed for healing. Even though everyone wanted Brent to be healed of the cancer and stay here on earth, he died. Did God answer "yes" or "no"? His parents will have a difficult time ever seeing God's answer being anything but NO, and yet God may have indeed answered "YES." Someday we, who know Jesus, will see; but for now the question will remain. What does God's "yes" really look like?

Scenario # 2

Her name was Brenda. She was a nurse in an intensive care unit for infants. She and her husband wanted to have a baby so bad! Brenda was so gifted at giving love to babies that only knew a life fighting for their life. This very special nurse had the gift of sharing the love of her Savior with babies, and their scared parents. Brenda's life changed other lives, or actually Christ's life changed them through her. And yet, Brenda could have no children of her own. One night, very late, while she rocked one of those special children fighting for her little tiny life, Brenda prayed and cried and prayed for a child of her own. She was so broken over a desire to bear a child. Did God hear and answer yes? Little did Brenda know that this same little child she so gently and lovingly rocked that night, was the child of a young unmarried mother who was not ready to raise a child, and so put the child up for adoption. Not more than two weeks later, Brenda didn't get to have her own child, but God blessed her with this same little one. God had already begun that special, unexplainable mother/child bond before she had a clue that this little child would be hers. Did God really answer "yes"? It wasn't the way that Brenda had originally prayed, but He definitely answered. He definitely answered! But, what was that answer?

Scenario # 3

His name is Kurt. Kurt was already the parent of teenagers himself, but he loved his dad deeply and had been praying for his dad to surrender his life to Christ for years! One day, Kurt received a call from his mom telling him that the dad he loved had cancer. Of course, Kurt's prayers increased in intensity and in number. His dad had surgery and success! All the cancer was gone! And yet, within a couple of years, as you might have guessed, the cancer returned ó this time much worse and eventually became life threatening. Given only a few months to live, Kurt prayed ó not necessarily for healing (although that is what he desperately wanted) but for God to take care of his dad. That dad lived for two more years, much to the doctors' wonderment. At the end, Kurt was able to spend his dad's last week at his bed side helping his dad do the things his dad had done for him when he was a little boy. He bathed him, fed him, kept him company, and was able to be, as his dad put it, "an angel to him." Up until his dad's death, Kurt never could get his dad to admit giving his life to Jesus, but those last days were some of the best for Kurt and his dad ó even in the face of death. Did that prayer ever get answered? Kurt will not know until eternity. But, did God answer? Did God really hear Kurt's prayers?

Appendix 2
Tough Prayer List

1) 10 famous people I would have a hard time praying for:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

2) 10 things a person might do (or does) that would make it hard for me to pray for them:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

3) 10 people (either in general or specific persons) that would have a hard time praying for me:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

Appendix 3

Intro. For Patch Adams Clip

- **Begin clip at 1:32:31, which is into Chpt. 13** (entitled "The Last Sonnet"), where you see trees and Patch overlooking a cliff. End as the butterfly is flying off into the sky. (Approx. 1:34:55) The break is not right on a chapter break, but it's a great clip.
- ***Intro. To read to the group before playing.*** Tell them that Patch Adams (played by Robin Williams) fell in love with Carin who was a medical student along with Patch. When Patch first tried to talk to Carin, she was very cold to him, and to any other man. Later on in the movie she tells Patch that she had been abused as a little girl by a male member of the family and she hated men from that point on. Carin told Patch that whenever she was being abused, she would wish she could turn into a butterfly and just fly away so she wouldn't hurt anymore. Patch was the first man who ever loved her unconditionally, and had won her heart.

This scene happens just after the funeral of Carin, who went to see one of the patients (Larry) that Patch had befriended to try to get over some deep emotional problems. Carin ended up being murdered by this person who then killed himself. Patch felt he was the one who killed Carin, saying that if she had never met him, she would still be alive. While everyone else feared Larry, Patch tried to help him. Therefore, Patch felt guilty and abandoned by God.

Session Eighteen

Session Discipline: Meditation

Session Verse/Passage: Isaiah 6:1-7

Session Purpose: To help students see our humanity and insignificance in comparison to God's divinity and glory. We will do this by creating a walkthrough.

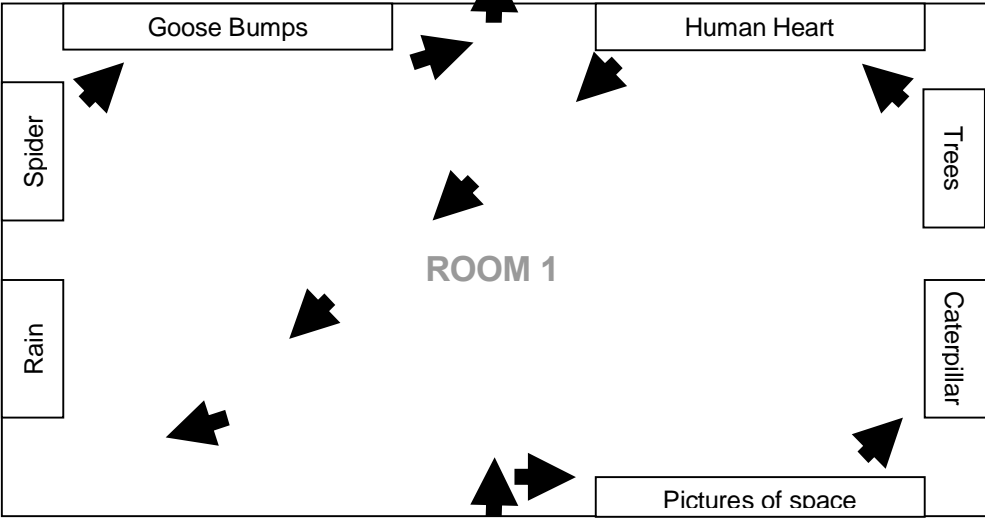
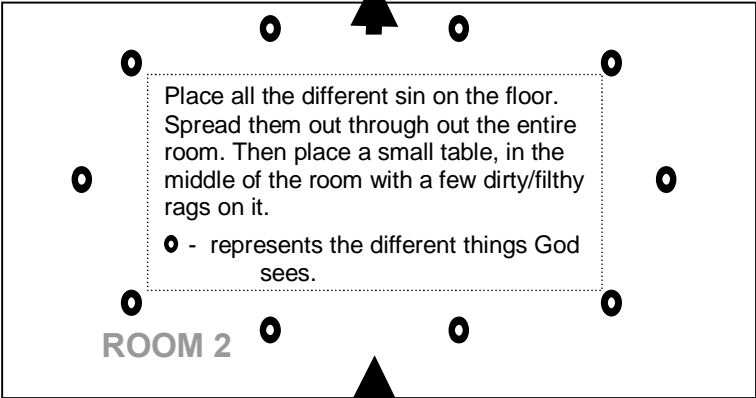
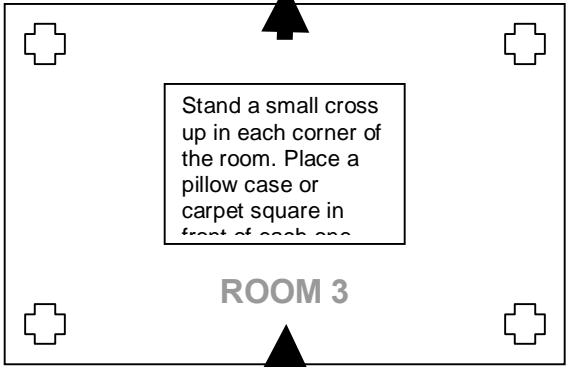
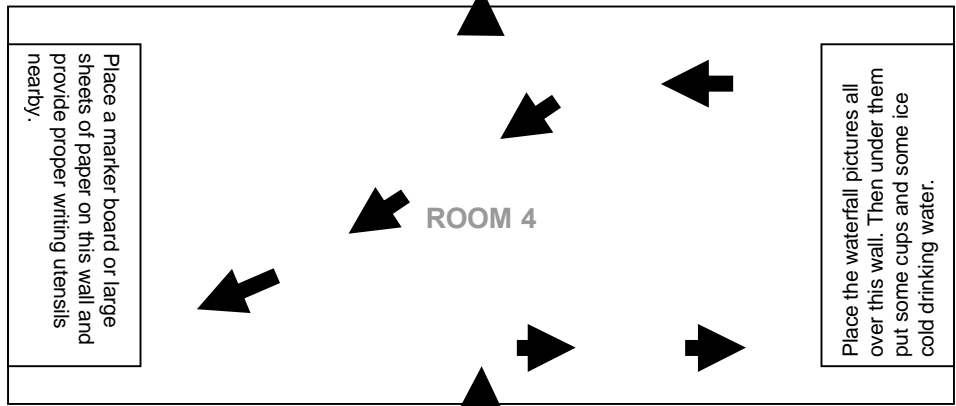
Preparation:

- Create a 4 room walkthrough:
 - Use black plastic to create a drop ceiling that gets lower as they continue through the walk through, but comes back up towards the end. (They should be able to stand up straight in room 1, they should have to hunch over a little bit in room 2, they should have to crawl on their knees in room 3, and stand back up in room 4.)
 - Use dividers or plastic for the sides of the rooms (you might have to poke some holes in the top plastic in order to create some air flow).
 - Make sure that all rooms have enough lighting to see pictures and read the walkthrough material.
 - Place printed pictures on the walls.
 - Place arrows on the ground.
- Print off (in color) the pictures and arrows that are attached with this lesson.
- Print off and staple the walkthrough packet.
- Gather writing utensils, large marker board or sheets of paper (from a roll), markers for marker board, and lamps/lights for lighting.
- Make floor signs (on poster board) of things that God might see from heaven that would be detestable to Him for room 2, here are some ideas:
 - Idolatry, Worship of self (the created), Worship of our stuff, Worship of our money, Worship of our talents, Sexual immorality and impurity, Drunkenness, Murder, Hatred, Greed, Pride, Ungratefulness, Fake Christians, People living like God doesn't exist
- Gather several filthy or extremely dirty rags to use in room 2
- Gather several small crosses & carpet squares/pillow cases to use in room 3.
- Have a meditative song playing in the background like "Beautiful Lord" by Leeland.

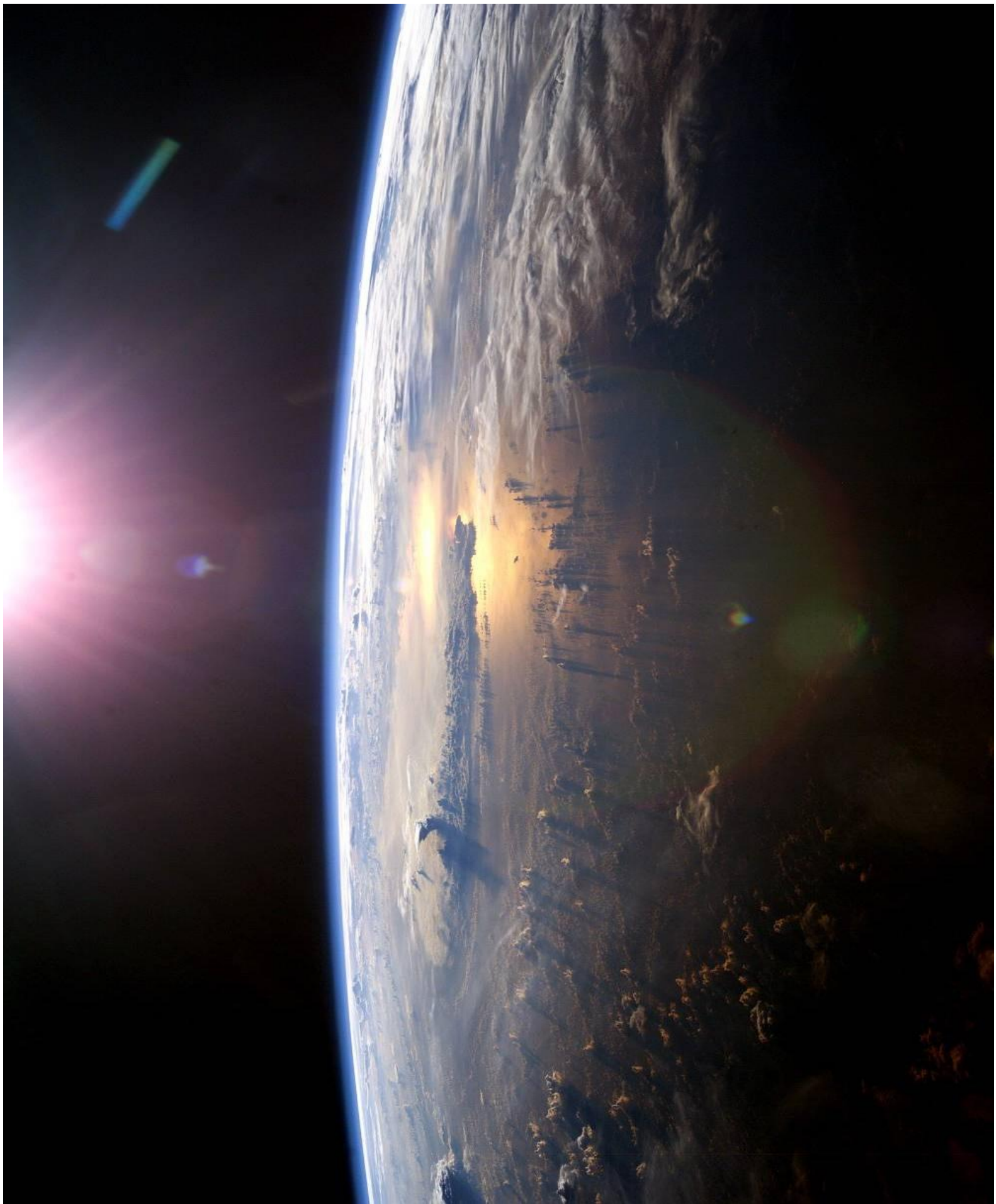
Session Teaching Plan:

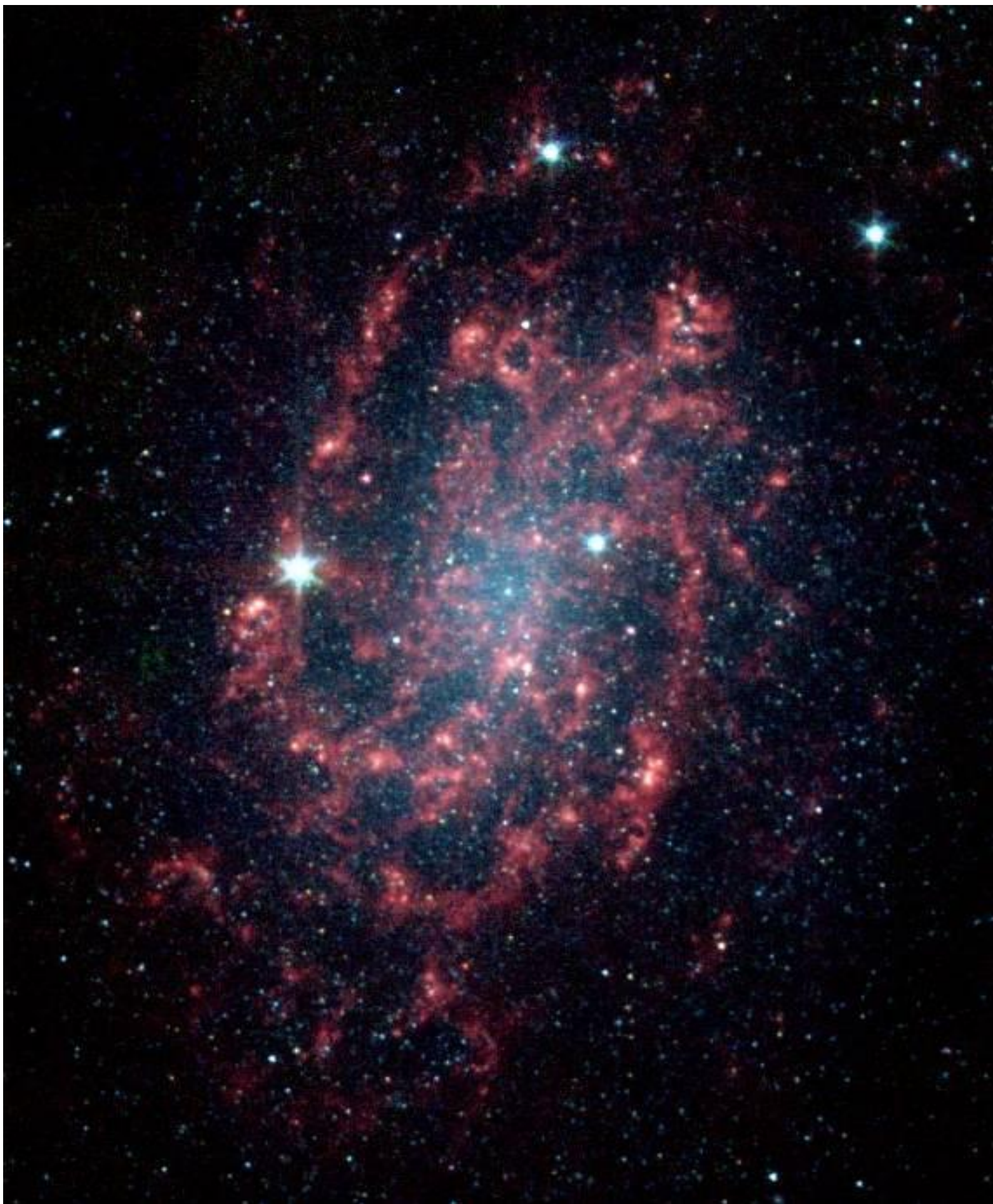
- **Step One – 15 min.** As students arrive ask, "What comes to mind when you think about who God is? And who we are in comparison to Him?" Allow students to respond. Then say, "Today we are going to be looking at what God's Word has to say about this and how our lives should reflect this." Hand out walkthrough material and explain the layout of the walkthrough. Divide students into groups of 3 or 4.
- **Step Two – 30 min.** After all students are in a group, send students group by group through the walkthrough (wait for each group to move into room 2 before the next group begins).
- **Step Three – 15 min.** After all the groups have completed the walkthrough ask, "how did this walkthrough help you answer the question that we asked you earlier "What comes to mind when you think about who God is? And who we are in comparison to Him?" Allow students to answer then ask, "Did it change how you would answer this question?"

Ask, "Did you notice how the closer we came to the cross the lower we got in our posture? Why was that significant?" Have a student read Isaiah 6:1-7 out loud. Ask, "How did Isaiah react to God's divinity & holiness?" So the question is: "How are our lives supposed to reflect this truth?" While in their groups have students talk about what needs to change, in their lives, in order to reflect this truth. Then have students pray for each other and dismiss.



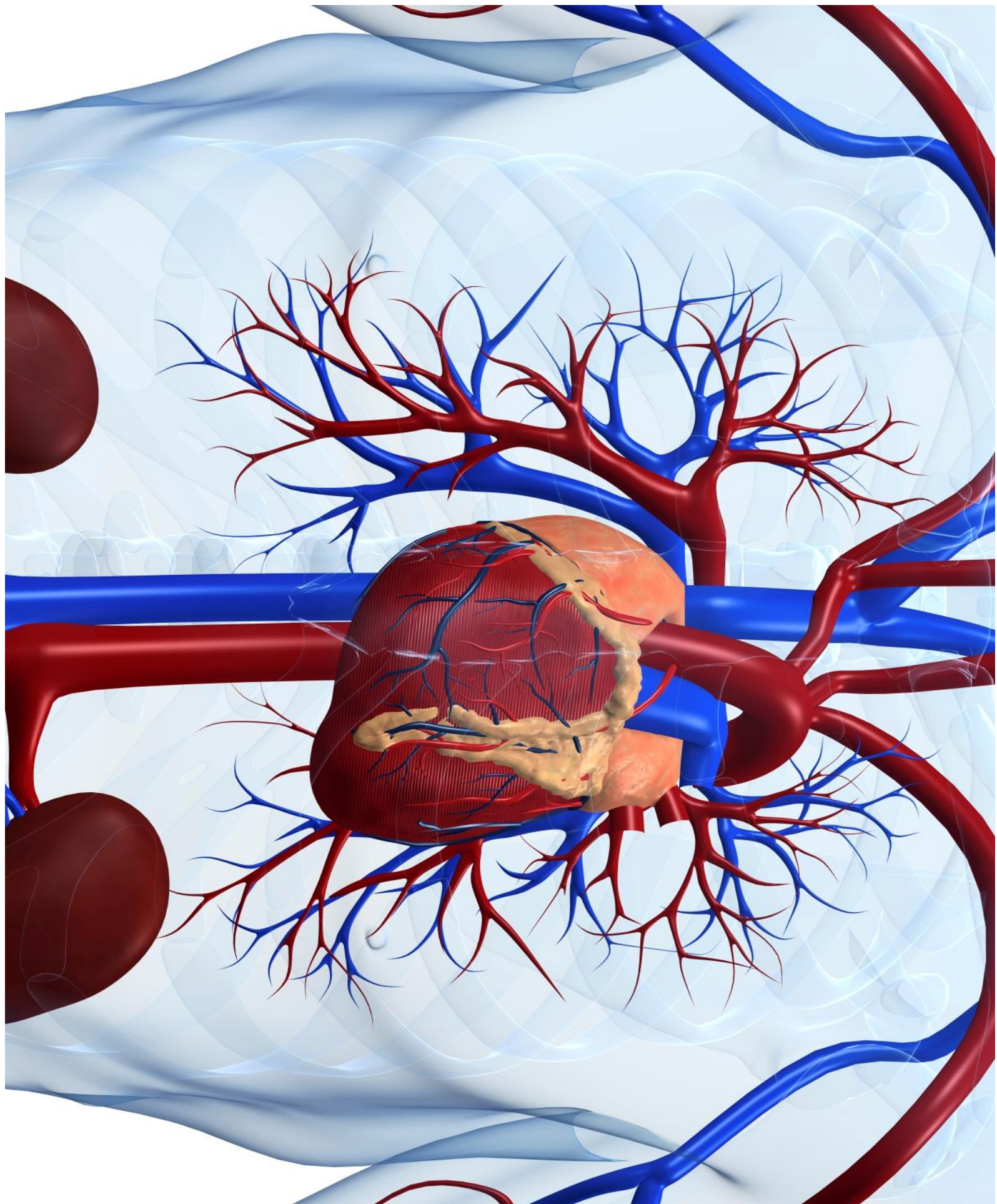


























God's Divinity vs. Our Humanity

Walkthrough Guide

As you begin this journey, pray and ask God to give you a better understanding of who He is and what our response to who He is should look like.

Read this before entering Room 1:

Have you ever stopped and really thought about who God is?

A.W. Tozer once wrote, "What comes into our minds when we think about God is the most important thing about us. Worship is pure or base as the worshiper entertains high or low thoughts of God. For this reason the gravest question before the Church is always God Himself, and the most portentous fact about any man is not what he at a given time may say or do, but what he in his deep heart conceives God to be like."

Have you ever thought about how small and insignificant we are in comparison to Him?

R.C. Sproul once wrote, "Men are never duly touched and impressed with a conviction of their insignificance, until they have contrasted themselves with the majesty of God."

Well if you're like me, we don't do a very good job at meditating (continually thinking about) these things. In our world, where hundreds of things distract us from God, we have to intentionally and consistently remind ourselves of Him. Well, you are about to embark a small journey to dig deeper into these two thoughts.

Enter Room 1:

As you enter into the first room of the walkthrough, ponder these words written by King David in Psalm 8 & 19:

O Lord, Our Lord, how majestic is your name in all the earth! You have set your glory above the heavens. When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, the son of man that you care for him?

The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they display knowledge. There is no speech or language where their voice is not heard. Their voice goes out into all the earth, their words to the ends of the world.

In this room you will find pictures of many different parts of God's creation. As you follow the arrows on the ground and move from picture to picture, think about how majestic/amazing He really is.

First stop: pictures of space

Did you know that there are more than 350,000,000,000 other galaxies in the universe that many previous generations of people never saw or new existed?

Did you know that if you attempted to count all the stars in a galaxy at a rate of one every second, it would take you around 3,000 years to count them all?

Did you know that if you shouted in space even if someone was right next to you they wouldn't be able to hear you?

Did you know that galaxies with less than a billion stars are considered "small galaxies," and that in our own galaxy, the sun is just one of about 100 billion stars?

Second stop: a picture of a caterpillar

Did you know that a caterpillar has 228 separate and distinct muscles in its head?

Third stop: a picture of elm trees

Did you know that the average elm tree has approximately 6 million leaves on it?

Fourth stop: a picture of the human heart

Did you know that your heart generates enough pressure as it pumps blood throughout your body that it could squirt blood up to 30 feet?

Fifth stop: a picture of the Amazon Rain Forest

Did you know that God created 3,000 different species of trees within one square mile in the Amazon Rain Forest?

Sixth stop: a picture of a spider and its web

Did you know that spiders produce three different kinds of silk and when they build their webs they create sixth feet of silk in one hour, while simultaneously producing special oil on their feet that prevents them from sticking to their own web?

Seventh stop: a picture of goose bumps

Did you know that when you get goose bumps, the hair in your follicles is actually helping you stay warmer by trapping body heat?

His art, His handiwork, and His creation all echo the truth that He is glorious. There is no other like Him. He is the King of Kings, the Beginning and the End, the One who was and is and is to come. I know you've heard this before, but let's not miss this or forget how amazing He really is.

Before you leave Room 1, stop and thank God for He is and that there is none like Him. Then move to Room 2.

Enter Room 2:

As you enter into the second room of the walkthrough, ponder these words written in Hebrews 4:13:

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of Him whom we must give account.

Have you ever thought about this? That this incredible God sees everything that we do, and as the Psalmist says, %knows our thoughts+. This is crazy! So, since He sees everything that is

going on here on earth, what does He see? What does He find? Does He see billions of people who are in love with and crazy about Him, or does He find all of the things that He detests?

Take a moment, walk around the room and look at all of the signs on the floor. These are just a few of the things that He might find. Scripture says, away from Christ there is no one that is righteous, not even one. Scripture also says that all of our righteous acts are like filthy rags in light of His holiness. Move over to the table that has the rags on it. Pick up one of the rags and look at it. This is what God sees when we are at our best. Wow, it looks pretty hopeless, huh?

Take a second to pray and ask God to show you what He sees when He looks at you. Then proceed to Room 3.

Enter Room 3:

As you enter room three, you will see a small cross in each corner. Then in front of each cross there is a carpet square. Pick a cross and kneel on the carpet square in front of it. Then read on

Room 2 made it look pretty hopeless for humanity to ever be right with God, didn't it? Isaiah learned this in Isaiah 6, when he found himself in the presence of God. Check out his response to seeing his sin in light of this holy and awesome God.

Woe to me! I cried. I am ruined! For I am a man of unclean lips, and I live among a people of unclean lips, and my eyes have seen the King, the Lord Almighty. Isaiah 6:5

Here we see that Isaiah was broken . broken over his sin and broken over his filth in view of this holy and majestic God. What is your response? How should you respond, when seeing your sin in comparison with His holiness? Take a few minutes to respond to Him, and to confess your sins to Him.

The coolest part about our God is that He wanted so much to be in a relationship with us that He sent His one and only son, Jesus, to die on a cross and pay for our sin. This was done out of the overflow of God's love for us. In fact, Scripture tells us in Romans 5:8 that while we were still sinners, Christ died for us. Wow, while we were enemies of God and lived like He didn't exist, He loved us so much that He sent His son die on the cross, so that we may be able to come into a relationship with Him. In fact Scripture says that He did this to make us His sons and His daughters. How cool is that? Have you ever accepted this free gift, found only through Christ? If so, do you live your life as a son or daughter of the King?

Take some time to thank God for His love, His gift (Jesus Christ), and this relationship that He wants to be in with you.

Proceed to the next room

Enter Room 4:

As you enter the last room, turn to your right and head toward the pictures on the wall. What are these pictures of? Waterfalls, right? Have you ever stood next to or under a water fall (if not, have you ever jumped into a cold pool on a hot summer day)? Do you remember how

great it felt? Have you ever taken a drink of some cold water after thinking you were going to die of thirst? Do you remember how refreshing it was?

Here in front of you is some cold water. Grab a cup and take a drink. Mmm, isn't that good?

1 John 1:9 says, "If we confess our sin, He is faithful and just to forgive us our sins and cleanse us from all unrighteousness." Romans 6:23 says, "The wages of sin is death, but the gift of God is eternal life through Christ Jesus our Lord." Ephesians 2:8-9 says, "For it is by grace you have been saved, through faith . . . and this not from yourselves, it is the gift of God . . . not by works so that no one can boast." Isn't it so refreshing to know that because of God's love and grace towards us that we can be forgiven of our sins, spend eternity in heaven with Him, become daughters and sons of the King, and start a new life?

Jesus says in John 4:13, "Everyone who drinks this water will be thirsty again, but whoever drinks the water I give him will never thirst. Indeed, the water I give him will become in him a spring of water welling up to eternal life."

Have you ever drank of this "living water," who is Jesus? If so, do you live like what Paul says we become, a "new creation"? Do you live like someone whose life has been "ruined" and "rebuilt" by this awesome God?

As you answer this question in your heart, turn around and walk toward the other end of the room.

Do you realize that Jesus didn't die only for the forgiveness of sins, but also for the freedom from sin? Are you satisfied with the "living water" or do you still long for the things of the world and the sins of the flesh?

Ephesians 5:1 says, "It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery. Paul also tells us in Colossians 2:20-21, "Since you died with Christ to the basic principles of this world, why, as though you still belonged to it? What are some of those things of the world that you are still trying to hang on to? What sin have you never really confessed and repented of?"

Take a marker and write a prayer, to the Lord, on one of the large sheets of paper, and confess anything that you might be hanging on to or anything that is keeping you from really living for Him.

As you leave, don't forget to begin living like one who knows the true King.

Session Nineteen

Session Discipline:	Meditation
Session Verse/Passage:	Psalm 32
Memorize:	Psalm 32:1 (or let students choose one from this Psalm)
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 called *lectio divina* (pronounced *lêx-ee-oh di-vee-nuh*).
- Each student will need a Bible which contains the Psalms.
- Provide copies of the *Lectio Divina* page for each student. Be sure to cut the pages in half and give one copy to each student. The half page size is intended to fit easily into their Bibles.
- You will need to familiarize yourself with the lectio process. Work through the teaching plan below 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 prayerful way of reading the Bible in which we take time to listen to God speak to us through His Word. We often read the Bible like a homework assignment and try to get through the reading of the day. *Lectio* allows us to slow down and encounter God in the verses. We listen for God's voice in the text and respond to God in prayer." Explain to the students each step of lectio as they follow along on the guide.

Lectio Divina

1. **READ** (*lectio* ðléx-ee-ohö)--**5 minutes**
Read the passage slowly and repeatedly. What word, phrase or verse ðjumps outð at you, grabbing your attention?
 2. **THINK** (*meditation* “med-i-táh-tsee-ohö)--**5 minutes**
Think about the word or phrase. How are you responding to it? How does it make you feel? Do other Bible verses come to mind?
 3. **PRAY** (*oratio* “oh-ráh-tsee-ohö)--**5 minutes**
Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?
 4. **LISTEN** (*contemplation* “con-tem-pláh-tsee-oh)--**5 minutes**
In prayer, we often only talk to God, but never stop to listen. Take this time to stopí .and listen. (this can be the most difficult partð donø give up!)
 5. **WRITE** (*florilegium* “flor-i-lég-ee-umö)-- **5 minutes**
This word literally means ða little book of flowers.ð Write down the date, and then take time to write your thoughts. What word or phrase did God draw your attention to? Why? What did you sense God showing you or saying to you? Write a prayer to God based on your experience and understanding of this Bible passage.
- **Step Two—35 min.** Ask the students to open their Bibles to Psalm 1. Begin with prayer, asking God to speak through His Word. Read Psalm 32 out loud slowly. Remind the students to listen for a word or phrase that ðgrabsð them. Read Psalm 32 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 step 2 ó THINK (*meditatio*). Allow about five minutes for this. Ask the students to share their responses or feelings about the passage or the word/phrase they are listening to. Ask them to move on to step 3-**PRAY** (*oratio*). Give them about five minutes for this. Now challenge the students to do their best on step 4-**LISTEN** (*contemplatio*). This may be the most difficult step for some students. It is hard to sit still and simply listen. Encourage them to give it their best! After five minutes, move them to step 5-**WRITING** (*florilegium*). Tell them 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

READ (*lectio*)--5 minutes

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

THINK (*meditatio*)--5 minutes

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

PRAY (*oratio*)--5 minutes

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

LISTEN (*contemplatio*)--5 minutes

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

WRITE (*florilegium*)-- 5 minutes

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

Lectio Divina

READ (*lectio*)--5 minutes

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

THINK (*meditatio*)--5 minutes

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

PRAY (*oratio*)--5 minutes

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

LISTEN (*contemplatio*)--5 minutes

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

WRITE (*florilegium*)-- 5 minutes

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

Week Twenty

Session Discipline

Evangelism

Session Verse/Passage

Acts 1:8, Romans 1:16-17

Session Purpose

To engage students in a way that challenges them to share the gospel with their friends by making an Evangelism Pegboard

Preparation:

- You will need to secure as many old keys as possible. Call your local locksmith and see if they have old keys that are no longer needed. You may ask your church members to bring any spare keys they no longer use. Begin collecting these in advance.
- You will need a piece of foam art board or a sheet of plywood, nails or pushpins, a hammer, and a chalk line or ruler for a straightedge.
- You might want to paint the board in three sections, black for Prayer, gray for Share, and white for Acceptance. **IF YOU PAINT THE BOARD YOU WILL NEED TO PAINT IT BEFORE YOU PUT THE NAILS OR PUSHPINS IN IT.**
- You will need to secure plenty of sharpies or permanent markers.
- You will need the assembly sheet attached.

Session Teaching Plan:

- **Step One - 10 min.** When students arrive, tell them they are going to be making an evangelism tool for them to use all year round. Tell them that there will be three sections to the board. The first section is called Prayer. This is the section where they will hang a key with the initials of their friend on it. This section simply is a starting point for them as they pray for an opportunity to share the gospel with that friend. The second section is called Share. This section is where they will move the key to when they have shared the gospel with that friend. The third section is called Acceptance. This section is where the key is moved to when their friend has accepted Christ.
- **Step Two - 25 min.** Hand out the tools for the students to start making the pegboard. Please use your judgment on who should be handling what tools. You may want the boys to be in charge of building while the girls are in charge of decorating. Use the assembly sheet attached.
- **Step Three - 5 min.** Bring the students back together to hand out the keys. Read Acts 1:8 aloud. Say "God has instructed us to be His witnesses to our world. He has given us the power of the Holy Spirit to guide us." Have someone read Romans 1:16-17 aloud. Say "We are proclaiming today that we are not ashamed of the gospel. Please pray for God to reveal a name of a lost friend or family member to share His love with." Have the students pray for God to give them a name of a lost friend or family member
- **Step Four - 15 min.** Have your students take a sharpie or permanent marker and write the initials of their friend on the back of the key. Have them write their own initials on the front of the key. After they have done so, instruct them to place the key on the board with their initials showing. You may choose to have two keys,

Session Twenty-One

Session Discipline:

Fasting

Session Verse/Passage:

1 John 3:17-18, Prov. 14:31, Matt. 6:1-4

Session Purpose:

To focus on seeing, having compassion on, and helping the homeless.

Preparation:

- Plan a date for your òshanty townö (a non-school night), unless you are planning on doing it on the same night as your session.
 - òShanty townö is a mock homeless òtownö made up of boxes and a burn can. It would be best to set this up on your church property, so that you can secure the area. Students will stay the night in this òtownö and be a homeless person for the night. They will use boxes to make some shelter and other boxes to sleep on. If it is cold you might want to encourage students to bring a blanket. The òshanty townö will help your students see what it is like to be a homeless person. You might want to have some food and drinks present for breakfast. During the òshanty townö, there should be prayer times throughout the night; where students will wake up and pray for the homeless; asking God to give them hearts for the homeless.
- Recruit workers for your òshanty townö.
- Promote the date and inform parents.
- Find lots of large (refrigerator size) boxes and a burn can (a fire pit or large metal trash can), especially if it's cold. ó for the òShanty Townö
- Gather materials to set up your meeting room like a student's bedroom for the session. Place pictures of homeless people on the walls or tables of your meeting space.
- Find/Play/Download a YouTube video about homeless people (please preview all videos). The YouTube video called òVoices of the Homelessö is pretty good, but you would only want to show the first 4 minutes or so.
- Provide pencils and index cards for each student.
- Print off the òWithoutö student worksheet

Session Teaching Plan:

- **Step One – 20 min.** As students arrive hand them a pencil and an index card. Ask students to write down on one side of the card what they think about when they see a homeless person or a beggar. Then on the other side of the card have them write why they view homeless people and beggars this way. After everyone has written down their answers, show your video about homeless people (òVoices of the Homelessö). Then ask: òHow are we supposed to look at or view homeless people?ö Have some students read the focus verses (1 John 3:17-18, Proverbs 14:31, & Matthew 6:1-4). Then ask: òAccording to the Bible, how are we supposed to look at or view homeless people?ö
- **Step Two – 25 min.** Have students get into groups of 3 or 4. Then have the groups direct their attention to the bedroom set up. Say: òBefore we can really understand what it would be like to be a homeless person we must first try to put ourselves in their shoes.ö Then ask: òHave you ever thought what it would be like

to be without some of the things in your room or to even not have a room at all?ö In your groups, using the öWithoutö worksheet provided, discuss what it would be like to be without your bed, your dresser, your closet, your clothes/shoes, your room, and your house. When all groups have finished, ask somebody to pray for the homeless and that God would break our hearts for them so that we will have compassion on them and the willingness to love them and help them.

- **Step Three – 10 min.** Say: öNow to go a step further towards  putting ourselves in the shoes of the homeless we are going to do our comfort fast as a group by becoming homeless for a night.ö Tell them about the öShanty Townö idea, the date that it is going to take place, and that it is for the purpose of gaining hearts for the homeless. Tell your students to come with the mindset of being homeless for a night. Pray and dismiss.

Without What it would be like to be without...

Your Bed:

Your Dresser:

Your closet:

Your clothes/shoes:

Your room:

Your house:

Without What it would be like to be without...

Your Bed:

Your Dresser:

Your closet:

Your clothes/shoes:

Your room:

Your house:

Session Twenty-Two

Session Discipline:	Worship
Session Verse/Passage:	Psalm 148 & Psalm 139
Session Purpose:	To help students see the importance of adoring God and His creation.

Preparation:

- Set up a sound system outside and make other preparations to take your group outside for a time of worship.
- Print off the "Adoration" student sheet.
- Have some music ready to play while students read, pray, and adore God. Put some songs near the end that your students could sing to. Some suggestions would be: "How Great is Our God" by Chris Tomlin, "Fame" by Rush of Fools, "Our God Reigns" by Brandon Heath, "He Reigns" by MercyMe, "Majesty" by Delirious, and "All Creatures of our God and King" by David Crowder.

Session Teaching Plan:

- **Step One – 35 min.** As students arrive, make sure everybody has a Bible. They will each need one for your time of worship. Then ask students to follow you outside to your meeting location. After everyone is at your outside location, ask: "What does it mean to adore something or someone? Have you ever thought about how worthy God is of our adoration? When was the last time you just stopped and adored Him? Why is it that we don't take the time to adore Him very often?" Give some time for students to respond to each question. Then say: "Today we are going to take some time to just stop and adore God." Have your students get alone and begin walking through their "Adoration" sheet.
- **Step Two – 15 min.** Stop the music (move inside if you want to). Ask: "Do you think that it is important to adore God? Why or why not? What are some of things that you wrote on your sheet, for which you adore God? How does it make you feel, after adoring such an amazing God? How can we live lives of adoration (meaning how should our lives look, in light of the fact that we have such an amazing and powerful God)?" Again, allow time for students to respond to the questions. Say: "Don't you think that David saw how big God was just before writing Psalm 139. What will be different in your life, after seeing God like this?"
- **Step Three – 5 min.** Take some prayer requests and have a student pray that we might live lives of adoration to our great God.

adoration

How would you define "adoration" in your own words?

READ PSALM 148

What does the Psalmist adore God for?

Now it's your turn. What do you adore God for?

READ PSALM 139

Write a prayer of adoration to God on the back of this paper. When you are finished spend some time in prayer or sing praises to Him.

adoration

How would you define "adoration" in your own words?

READ PSALM 148

What does the Psalmist adore God for?

Now it's your turn. What do you adore God for?

READ PSALM 139

Write a prayer of adoration to God on the back of this paper. When you are finished spend some time in prayer or sing praises to Him.

Session Twenty-Four

Session Discipline:	Prayer
Session Verse/Passage:	Exodus 3:1-5
Memorize:	Zephaniah 3:17
Session Purpose:	To provide a prayer experience, which engages students in praying for themselves, others, and the world.

Preparation:

- Today's lesson will require room set-up preparation. You will need a computer to run PowerPoint, a video projector, and a screen. A television could be used depending on group and room size. The projection must be able to be viewed throughout the room. The floor should be clear with chairs moved or stacked to the sides. Room lights should be dimmed if possible. If you cannot dim your lights, you could turn on fewer lights, or consider lighting several candles throughout the room. The light from the projector could be adequate. You will need to set the room according to your own preferences.
- Be sure to download the Session 24 PowerPoint file. Test-run it from your computer.
- Note: Next week's session is preparation for a food fast. Please print and distribute the Parental Permission Letter & Waiver to students who desire to participate. They will need to have the waiver signed by a parent and then returned to you at next week's meeting.

Session Teaching Plan:

- **Step One—5 min.** Gather your group outside the meeting room. Tell them they are about to have a guided prayer experience. Read Exodus 3:1-5. (note: use a translation which reads "turn aside" in verses 3 & 4, such as NASB, ESV, KJV, NKJV, but not NIV) Then say, "**Just as Moses turned aside to meet with God, you are invited tonight to turn aside to meet with God. And just as Moses was asked to take off his shoes since he was standing on holy ground, I want you to take off your shoes as we prepare to meet God in prayer.**" As the youth take off their shoes have them place them along the hall wall or just inside the room along the wall as they enter. Tell them that they are to enter the room in silence and reverence. Tell them to follow the instructions as they appear on the screen. Say a prayer then guide them into the room.
- **Step Two—50 min.** Once the youth are all quietly in the room, you will need to be at the computer to advance the slides. The slides are not timed. You will need to advance them manually when you think the youth are ready to move on to the next slide. Don't rush through the slides. Give your youth opportunity to let the verses and the prayer times really sink in.
- **Step Three—5 min.** When the prayer slides are finished join the group in the circle. Close the time as seems appropriate to you. You might mention that when God called Moses to turn aside, He did so to send Moses on a mission to set people free. God may be calling the youth to go share His love with the friends they prayed for. (If you want to de-brief the experience further, it is recommended

to do so after leaving the room in quietness and reverence, allowing the experience to sink in)

sumpherō

MARK 12:30

Youth Discipleship

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!



sumpherō

MARK 12:30

Youth Discipleship

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

(Parent or Guardian)

Session Twenty-Five

Session Discipline:

Fasting

Session Verse/Passage:

Matt. 22:35-40, Rom. 13:8-10, & Eph. 5:1-2

Session Purpose:

To help students see the unlovable as God sees them; and to encourage students to fast from food, for a day, while praying for the salvation of and compassion for the unlovable; so that they may live love.

Preparation:

- Get online and check out the website for Westboro Baptist Church located at www.godhatesfags.com. Read some of the information on the home page, about the church, its pastor, and their beliefs (it will blow your mind). After you have done so, click on "Visual" at the top and locate their picketing photos. Copy/Print off some of these pictures to put into a slideshow (powerpoint) or to distribute among your students. These pictures will create quite a bit of discussion. Then if you want to go a little further to create even more controversy, show their churches video about this topic at www.signmovies.net/videos/signmovies/ghf.html. **CAUTION: THESE PICTURES AND VIDEOS CAN BE EXTREMELY CONTROVERSIAL AND/OR OFFENSIVE. PLEASE SENSOR ANY/ALL FORMS OF MEDIA THAT YOU PLAN ON USING FROM THIS WEBSITE OR CHURCH!** If you do not feel comfortable showing any pictures or videos from this church's website, then you could just print off some information that you could use to share, about this church and what they do, to your students.
- Be prepared to collect all Parental Waivers (you should have distributed them last week).
- Print off the "Fasting Sign-up Sheet" and "Fasting Commitment Cards", and set them on a table in the center of your meeting space.
- Download/Play the video called "Never Been Unloved" by Igniter Videos. You can buy it at www.worshiphousemedia.com or you can play it from YouTube.com.
- Find/Download the song "Give Me Your Eyes" by Brandon Heath

Session Teaching Plan:

- **Step One – 30 min.** As students arrive, divide them into two teams: "For" & "Against". After all students are on one of the two teams and teams are somewhat evenly numbered, say: "We are about to look at and talk about an extremely controversial issue. We will be talking about how a particular church ministers to the unlovable." Before showing the pictures or video, you might want to have a student on the "For" team read a little bit of the information about the church and its beliefs. Then show the picture slideshow or the video. After you have shown the pictures or the video, give each team three chances (rotating turns) to share why they are "For" or "Against" this method of reaching the lost and loving the unlovable. Then have a student from each group read one of the following verses: Matthew 22:35-40, Romans 13:8-10, & Ephesians 5:1-2. Then as a group decide

if this church is honoring God or not. What should our love look like? How can we love homosexuals, adulterers, abusers, murderers, & other people deemed unlovable?

- **Step Two – 10 min.** After the discussion has run its course, show the video clip called "Never Been Unloved". Following the video, ask: "Have you ever felt unloved? What does that feel like? Who or what do you turn to when you feel that way? Do you think that if we are true followers of Christ that we should ever, intentionally make people feel unloved; either by God or by Christians?"
- **Step Three – 10 min.** Have your students spread out and get alone with God. Encourage them to take a few minutes to pray and ask God to show them if they really love people or not, especially those who have been deemed unlovable by most Christians. Encourage them to ask God to help them see the world through His eyes and with His compassion. Play the song "Give Me Your Eyes" by Brandon Heath during this time of prayer.
- **Step Four – 15 min.** After most students have finished praying. Bring everyone back together and explain to them what it means to fast for something. Then tell them that you would like those who brought back their signed Parental Waivers to fast from food for one entire day this week for the purpose of asking God for compassion for and an opportunity to show love to those deemed unlovable and share Christ with them. Have those who would like to participate in the fast, fill out a commitment card (to remind themselves) and sign the "Fasting Sign-up Sheet" so that you can be praying for them this week. Then encourage all the students who didn't bring back a signed Parental Waiver to pray for the same thing through out this coming week.

My commitment card

I am making a commitment to fast for one entire day, this week; so that I might pray earnestly for compassion for the unlovable, hated, & despised, and that I may begin living a life of love.

(sign here, if you are serious about this commitment)

"Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us..."
- Ephesians 5:1&2 -

My commitment card

I am making a commitment to fast for one entire day, this week; so that I might pray earnestly for compassion for the unlovable, hated, & despised, and that I may begin living a life of love.

(sign here, if you are serious about this commitment)

"Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us..."
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My commitment card

I am making a commitment to fast for one entire day, this week; so that I might pray earnestly for compassion for the unlovable, hated, & despised, and that I may begin living a life of love.

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"Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us..."
- Ephesians 5:1&2 -

My commitment card

I am making a commitment to fast for one entire day, this week; so that I might pray earnestly for compassion for the unlovable, hated, & despised, and that I may begin living a life of love.

(sign here, if you are serious about this commitment)

"Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us..."
- Ephesians 5:1&2 -

Session Twenty-Seven

Session Discipline	Ministry
Session Verse/Passage	2 Corinthians 9:12-15
Session Purpose	To engage students in ministering to those in their church by preparing and serving a meal

Preparation:

- ***SPECIAL NOTE TO LEADERS: This session has been planned 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 your church leaders, church cook, hospitality/kitchen committee, and adult volunteers making sure this can be pulled off in your kitchen. You may want to secure a date for the event in advance of the planning meeting.

Session Teaching Plan:

- ***Step One - 5 min.*** When students arrive, say “Today we are going to plan a meal for our church. We are going to do all of the preparation and cooking.” Say “We are going to feed the congregation and ask them to give what they would normally pay for a meal for their family to eat out. With the money we raise we are going to give it to a Missions Organization.” Ask them for some ideas of what they would like to serve. You may need to suggest something such as spaghetti and salad, tacos and nachos, lasagna and salad, taco salad, etc.
- ***Step Two - 40 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 students to strategize a way to make it work.* Give the students 5-10 minutes to come up with a plan of action. Write their answers on the board or newsprint and encourage them as they make suggestions. Work with students to narrow the list down and to select one specific menu. When planning the meal explain that the money raised will go to some missions organization (North American Mission Board, International Mission Board, bloodwatermission.com, etc.) You will want to assign students the prep work and the serving of the meal. If you choose to do the meal on a Sunday you will want to make time on Saturday for prep time. The key is to have the students make the meal and serve it, from top to bottom, as well as clean-up. Assign some students to certain tasks such as prep, clean-up, serving, cooking, publicity etc. When arriving at your final suggestion, consider the following:
 1. Make sure the menu is workable for your group.
 2. Make sure it is a meal in which all of the Sumphero students can and will participate.

3. Finally, make sure the meal emphasizes those who are being served and not the ones who are serving.
- ***Step Three - 15 min.*** Break students back into their groups to pray over the activity they have chosen. Make a plan of action to be carried out when the time comes for the meal.

Session Twenty-nine

Session Discipline:

Evangelism

Session Verse/Passage

Matthew 28:19-20

Session Purpose:

To lead students through planning a baptism celebration service that students can work towards that will happen at a predetermined date.

Preparation:

- Bring a notepad and pen for you to write down and take notes from the ideas students come up with in this session.
- Blank sheets of paper that students can write notes on to students that are being baptized. Take the paper and create a book of encouragement notes for each student being baptized.
- In preparation for this session, access the free resource "From Words to Water" at <http://www.skopos.org/index.php?id=156>. This resource will be a big help to your discussion and planning.

Session Teaching Plan:

- **Step One – 5 minutes** ó **Scripture** ó Read through Matthew 28:19-20, and discuss the importance of sharing the gospel with others and leading them to follow-through on a salvation decision by being baptized.
- **Step Two – 30 minutes** ó **Discuss** ó What are some ideas to planning a baptism celebration service? What is the date? What will the celebration be like? Do we want a baptism video? Who will make it? What will be in it?
- **Step Three – 25 minutes** ó **Create** ó Let the students create something for the students to have after they are baptized. Take a piece of paper and write something encouraging, to the student being baptized. Let the students help create a book of notes for the students to have after they are baptized. If you have time, students can even decorate the cover of each book.

Session Thirty

Session Discipline

Worship

Session Verse/Passage

Romans 12:1-2

Session Purpose

To help students understand worship through sacrificial giving.

Preparation:

- ***SPECIAL NOTE TO LEADERS:*** *This session has been planned 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. There are three options to choose from, you may have the time and ability to choose one, two, or all three. Option one - ask students to bring a "special" personal item such as iPod, computer, cell phone, clothes, shoes, etc. to auction off. Option two - Give away said item to a special cause. Option three - Host a silent auction or ask an auctioneer to auction off blocks of time of your students (good old fashion slave sale) and use the money to give to a local missions group or Angel Tree, etc.*
- Speak to your church leaders and parents to make sure this is a viable plan for your group.
- Look over the three options and choose which of the activities will work best with your group.
- Secure newsprint or a poster board for you to write on.

Session Teaching Plan:

- ***Step One - 15 min.*** After students arrive, say "Today we want to discuss how we can learn to worship God through the act of service." Have someone read Romans 12:1-2. Say "We all want to know what God's perfect will is for our lives. Today we are going to actually live out His will by offering our bodies or our stuff as sacrifices to God. We are going to have an auction that is doing just that. We are asking that each of you provide (this is where you need to let them know what you have decided about which option). This will ensure that we are giving up something of ourselves to God."
- ***Step Two - 30 min.*** Ask the students if they have any questions regarding the auction process. Split them into groups and allow them to brainstorm about what items they want to give up. Stress the importance of these things being items that are important to them. Give them suggestions if need be. Ask them to write out schedules of when they can work. Be sensitive to some students only being able to give up 2 hours of their time, while others give up 8 hours. Ask them to brainstorm over what to do with the money that is raised. Bring them back together to decide which option you have chosen.
- ***Step Three - 15 min.*** Write on your newsprint or poster board when the auction will take place. Write down when each student can work and how many hours they are available. If a student can work 2 hours on Saturdays, then make note of that for their auction paper. Pick a good time to have the auction, determine

whether to have a silent or live auction. Pick an organization you want to give the money to or what you want to buy with the money raised. Close the group in prayer.

Auction - there are many ways to do this. One way would be to have each item or amount of time a student can work typed out and displayed. If you choose to have a silent auction you may want to have suggestions of what to bid.

Session Thirty Two

Session Discipline:

Prayer

Session Verse/Passage:

2 Corinthians 12:7-10; Luke 18:1-8

Session Purpose:

To help students understand the importance of praying earnestly and consistently even when it takes a long time to be answered.

Preparation:

- Today's lesson will involve both large group and small group time. The major activity today will require students to get in groups and walk through different stations teaching them the importance of perseverance.
- There will be four different stations. **Station #1:** Building the Tower. **Station #2:** Over the Wall. **Station #3:** Crossing the Abyss. **Station #4:** Extracting Precious Metals. Please carefully read over "The Perseverance Handout" to get acquainted with the specific instructions for each station and what materials you will need. Print off several copies for your adult leaders so they can reference it during their station.
- Print off one "The Persevering Through Prayer" Handout for each student for use in their small group discussion time after the stations are complete.
- During the small group time they will be interacting with Scripture so have a few extra Bibles on hand in case someone needs them.

Session Teaching Plan:

INTRODUCTION...

- **Step One – 4 min.** Begin introducing today's lesson by first preparing your group for the stations. Ideally you will want to have a minimum of 5-6 people in each team. Feasibly, you can have as many as 15 in a team if your group so dictates that. Once they are in their groups, explain to your group what's about to take place. Say, *"Each of your teams will be rotating to four different stations that will have an intended goal in mind, but that goal must be accomplished in a very specific way. You cannot successfully complete the task unless you complete it correctly. You will have 10 minutes at each station to complete the task."* Explain to the groups where the stations are and assign each group where they are to start.

THE ACTIVITY...

- **Step Two – 32 min.** Send your groups out to begin the rotation of all the stations. Again, before the session, please carefully read over "The Perseverance Handout" so that you understand what will be taking place at each station. Each station has duration of 8 minutes. After every 8 minute increment have all of your groups rotate to the next station regardless of whether or not they have completed the task. After each group has rotated through all of the stations, have all the groups come back to large group setting.

- **Step Three – 4 min.** Once everyone is back in the large group setting take a few moments to brief them over the stations and what the purpose was. Say, *“The point we were trying to drive home with you tonight was the importance of perseverance. Every station had a goal in mind, yet within each station there was a particular way it was to be accomplished, as well as, several strategically placed hurdles making it somewhat difficult for you to accomplish the goal.”* Continue by asking a few key questions to help your students process what just happened and where we are going from here. Ask questions like, *“What is perseverance, and why is it so important? What happens when we lack perseverance? Does God always reward those with perseverance and if so, how?”* Eventually you will want to end with this question, *“Would perseverance be an important aspect in the discipline of prayer? How and Why?”*
- **Step Four – 15 min.** For most of the remainder of the session we want students to interact with scripture in their groups. Say, *“For next few moments we want you to interact with Scripture. Each passage of Scripture will outline a situation of an individual who perseveres through prayer, even when no answer was received and each passage of scripture has a different outcome. In your groups read each passage of Scripture and answer the discussion questions that go with each passage of Scripture.”* Pass out **“The Persevering Through Prayer”** Handout and get them started.

CLOSING...

- **Step Five – 5 min.** Spend the last few moments with your students helping them understand the importance of perseverance in prayer. Ask the following questions: *“What did you learn about praying with perseverance from each passage of Scripture? Which outcome would you prefer and why?”* After a brief time of discussion drive home the central theme of tonight’s lesson. Say something like this, *“Students we need to understand the value in persevering in prayer. Some of you have been praying for something specific for a long time, but because you haven’t received any kind of answer from God you’re willing to give up. Maybe you are praying for a friend to know Christ, for a loved one who is sick or diseased, for your parents’ marriage, or maybe you are asking God to give you a close friendship. God’s Word shows us that He honors the ones who pray continually and don’t give up. “Why doesn’t He just answer!” you ask? He wants you to trust Him! Even if your prayer isn’t answered the way you want it to be answered, God wants you to realize that He is enough, that ‘His grace is sufficient!’ That’s what He told the Apostle Paul and that’s what He is telling us as well.”*

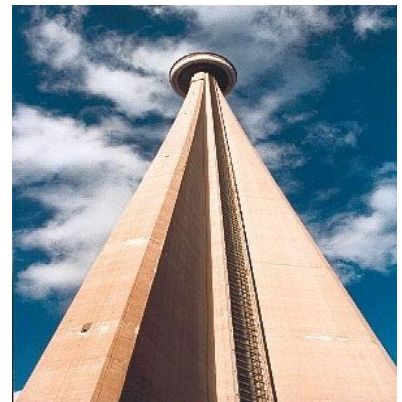
The Station Rotation Handout

The idea behind these stations is to reinforce the importance of perseverance, so later in this session you can correlate the importance of perseverance in prayer. The four provided stations are just “make-believe” examples of what you could do to reinforce perseverance. If you and your leadership would like to recreate other activities for each station please feel the freedom to do so. All instructions and needed materials are listed with the appropriate station below.

Station #1: Building the Tower

Materials Needed: A deck of cards, a table, A fan (an Oscillating or box fan will do), and an adult leader.

Instructions: At station #1 set up a table and have a deck of cards available. Students will be creating a tower with the deck of cards. The objective will be to build it as high as possible. *The Catch*...once they begin, explain while beginning this great task a giant wind storm has blown in and threatens the completion of the tower. (Turn on the fan to create a level of difficulty in building the tower. They will need to strategize and persevere in building the tower (without touching or moving the fan)).



Duration: 8 minutes

Station #2: Over the Wall

Materials Needed: A 6-10 foot rope and two adult leaders.

Instructions: At station #2 have your two adults stretch out the rope to represent the top of the wall. They will need to hold the rope at the height they determine best for each group. The objective will be for every group member to get over “the wall” without touching the rope. If anyone ever touches the rope the entire group will need to start over. *The Catch*...before they begin, explain that along the journey few of their group members have died from exhaustion and that they cannot leave their bodies. They must lift them over the wall. (Have your leaders decide how many are dead and who is dead within the group. 1-2 dead people for a group of 5.)

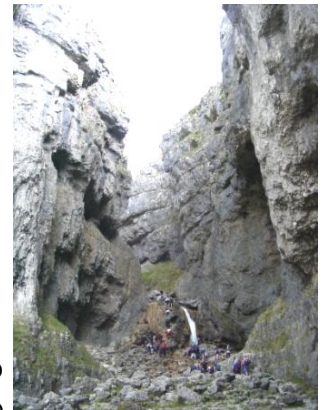


Duration: 8 minutes

Station #3: Crossing the Abyss

Materials Needed: Two 6-10 foot ropes, blindfolds, and one adult leader.

Instructions: At station #3 have your adult leader stretch out the ropes parallel to each other, along the floor, anywhere from 4 to 6 feet apart (Depends on the group). Each rope will represent the edge of the abyss with the space between the ropes representing the actual abyss. The objective will be for every group member to cross over "the abyss" without falling in. Falling in would equate to students touching the ropes on the floor and/or the floor between the ropes. If anyone falls into the abyss the entire group will need to start over. The Catch...before they begin, explain that while traveling a few of their group members ate some poison berries that caused them to lose their sight. These blind group members must be blindfolded. The group must get themselves, as well as, their blind team members safely across the abyss. (Have your leaders decide how many have lost their sight and who specifically is blind.. 1-2 dead people for a group of 5)

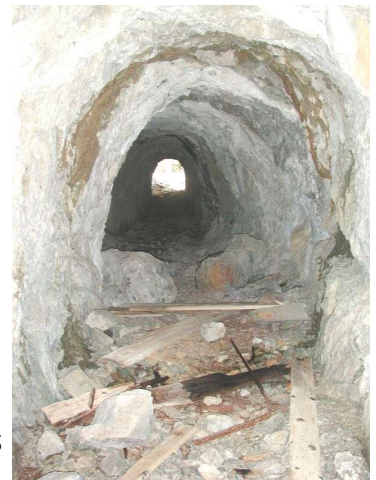


Duration: 8 minutes

Station #4: Extracting Precious Metals

Materials Needed: Several frozen banana and one adult leader.

Instructions: At station #4 have your students stand in a line back to back with about 3-5 feet in between each person. You will need to explain to your students that they are in a deep and narrow cave extracting very precious metals not known to man until recently. The objective will be each group to extract the precious metal by forming an assembly line so that they can bring the precious metal to the surface as quickly as possible. Your frozen banana will represent the precious metal. If anyone drops the precious metal they must start over. The



Catch...before they begin, explain to the group that the precious metal is poisonous to the touch. If the metal touches their skin they could die. Therefore, they will need to find some other way to pick up the metal and hand it off to the person behind them without using their hands. Let them think about this for awhile, but hopefully they will understand that the idea will be for everyone to lay on their backs head to feet forming a straight line. The first person should pick up the precious metal (frozen banana) with their feet and roll

backwards to handoff the precious metal to person behind them, the next person should grab the precious metal with their feet from the person in front of them and repeat the same process. Again if they drop the precious metal they should start over.

Duration: 8 minutes

Praying Through Perseverance

Spend the next 15 minutes looking at the following passages of Scripture and answering the following discussion questions.

Read Luke 18:1-8

- 1) What does Jesus want to teach us through the example of the widow?
- 2) Compare God to the unjust judge. How are they different?
- 3) Whose prayers specifically will God not ignore?

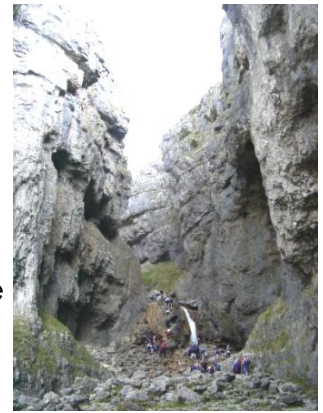
Read 2 Corinthians 12:7-10

- 1) What do you think Paul's prayers sounded like? How do you think we could describe them? (v.8 says, "I pleaded")
- 2) Explain God's answer to Paul. What does it mean for us when we pray?
- 3) What gave Paul the ability to rejoice in God's unexpected answer?
- 4) What should we ultimately learn from this passage of Scripture?

Station #3: Crossing the Abyss

Materials Needed: Two 6-10 foot ropes, blindfolds, and one adult leader.

Instructions: At station #3 have your adult leader stretch out the ropes parallel to each other anywhere from 4 to 6 feet apart (Depends on the group). Each rope will represent the edge of the abyss with the space between the ropes representing the actual abyss. The objective will be for every group member to cross over "the abyss" without falling in. Falling in would equate to students touching the ropes on the floor and/or the floor between the ropes. If anyone falls into the abyss the entire group will need to start over. The Catch...before they begin, explain that while traveling a few of their group members ate some poison berries that caused them to lose their sight. These blind group members must be blindfolded. The group must get themselves, as well as, their blind team members safely across the abyss. (Have your leaders decide how many have lost their sight and who specifically is blind.. 1-2 dead people for a group of 5)

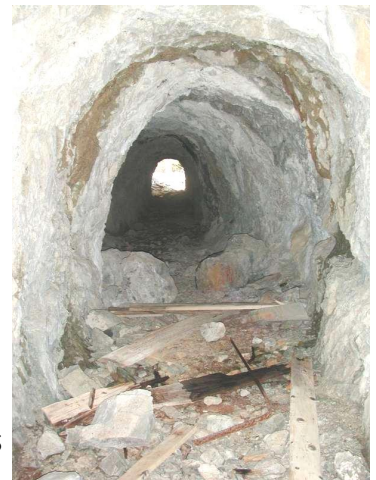


Duration: 10 minutes

Station #4: Extracting Precious Metals

Materials Needed: Several frozen banana and one adult leader.

Instructions: At station #4 have your students stand in a line back to back with about 3-5 feet in between each person. You will need to explain to your students that they are in a deep and narrow cave extracting very precious metals not known to man until recently. The objective will be each group to extract the precious metal by forming an assembly line so that they can bring the precious metal to the surface as quickly as possible. Your frozen banana will represent the precious metal. If anyone drops the precious metal they must start over. The



Catch...before they begin, explain to the group that the precious metal is poisonous to the touch. If the metal touches their skin they could die. Therefore, they will need to find some other way to pick up the metal and hand it off to the person behind them without using their hands. Let them think about this for awhile, but hopefully they will understand that the idea will be for everyone to lay on their backs head to feet forming a straight line. The first person should pick up the precious metal (frozen banana) with their feet and roll

backwards to handoff the precious metal to person behind them, the next person should grab the precious metal with their feet from the person in front of them and repeat the same process. Again if they drop the precious metal they should start over.

Duration: 10 minutes