each ONE | reach ONE

Making a Difference One Person at a Time

Mark J. Cooper, Ph.D., L.P.C.

Leadership Lesson Series for Youth

TEACHER'S MANUAL

Making a Difference One Person at a Time

each ONE - reach ONE

LEADERSHIP LESSON SERIES FOR YOUTH

Teacher Manual Authorship

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Dedication

We dedicate this curriculum to Pastor Richard and Hellen Makani, founders and directors of Seeds Ministry, in Kitale, Kenya, our foundation global ministry site, Jimmy Cooper, a missionary, who answered God's call to serve the kids from the Kipsongo slum in February 2008, and the kids from the Kipsongo slum, our role models who show us an ability to overcome barriers.

Program Overview

WE BELIEVE

An important part of our **Each One – Reach One** leadership lesson series is anchored in "We Believe" statements. The success of the lesson series is based on what we believe about our youth and how we treat our youth.

- **We believe** a primary purpose for youth is to glorify God.
- **We believe** youth are uniquely created in Christ's image and thus have inherent value.
- **We believe** youth have tremendous potential when given the opportunity to fulfill God's plans despite difficulties and barriers.
- **We believe** that godly character/life skills are important for preparing youth to serve God.
- **We believe** in promoting a sense of capability and purpose among youth.
- **We believe** God calls youth to recognize the needs of others and make themselves available for meeting those needs.

WE VALUE

"We Value" statements include the teaching team's very strong commitment to introduce and sustain the goals and objectives of the leadership lesson series from the beginning to the end of any and every day.

- RESPONSIBILITY – **We commit** to teaching ALL youth the goals and objectives.
- APPLICATION – **We commit** to praising the practice of goals and objectives learned on a daily basis.
- SUSTAINABILITY – **We commit** to teaching the goals and objectives day-after-day, week-after-week, and month-after-month.
- TEAMWORK – **We commit** to developing all individuals responsible for the care and education of youth, including teachers, house parents, social workers, family, and guardians.
- CONTINUOUS IMPROVEMENT – **We commit** to ongoing evaluation to improve the understanding and application of the goals and objectives among adults and youth.

Program Overview

INTRODUCTION

The **Each One – Reach One** leadership lesson series was introduced to youth from the Kipsongo slum in Kitale, Kenya. The ministry site called Seeds Ministry was founded by Pastor Richard and Hellen Makani. Seeds Ministry feeds, educates, and medically treats hundreds of children and youth.

While the primary audience has been youth who have faced extreme poverty, teaching teams should keep in mind that **all youth**, regardless of socioeconomic status, race, ethnic origin, gender, or geographic location, will benefit from the lesson series.

The **Each One – Reach One** leadership lesson series consists of eight lessons that delve into the heart of Jesus created to proclaim the words of God and the works of God. The series reflects a journey of discovery; the discovery that youth can make differences in the lives of others one person at a time. Thus, Each One – Reach One.

Targeted Purposes

The **Each One – Reach One** leadership lesson series offers leadership and discipleship development to youth from around the world. The following four targeted purposes help the youth fulfill God's ambitious plans and make differences in the lives of others, one person at a time.

- To help youth recognize their God-given potential, encourage the youth to aspire to fulfill God's ambitious plans in their lives, and equip the youth with godly character qualities important to help them reach their potential.
- To help youth develop a sense of capability, belonging, and purpose.
- To help youth recognize they have special skills, abilities, and even possessions to serve and give unto others.
- To help youth motivate, inspire, and encourage others to reach their God-given potential and fulfill God's ambitious plans.

Program Overview

Targeted Teaching Teams

Each One – Reach One can be used in a variety of educational venues, including the following:

- Leadership and/or Discipleship Academies/Retreats
- Seasonal Leadership Institutes
- Sunday School Series
- Vacation Bible School
- Mission Trip Youth Conferences

Targeted Teaching Time Frames

While there is an eight-lesson series, the time frame for implementation can be differentiated in a variety of ways, including the following:

- One or two-day academies
- One-week academies
- Two-week academies
- Eight-week (one lesson per week) or up to 16 weeks of lessons (one lesson every two-weeks)

Lessons taught once per week or longer have a number of benefits. First and foremost, this allows for learners to apply learning over time. In fact, a critical part of the success equation is the teaching team's high priority to sustainability. Teaching teams should demonstrate the commitment to teach goals and objectives day-after-day, week-after-week, and month-after-month.

It is also good practice for teaching teams to teach each of the eight lessons in sections. In other words, the teaching teams might choose to separate any one of the lessons into two or three teaching/learning opportunities. This will allow for more engaging and interactive discussions. The learners will also have more opportunities for talking, thinking, and learning. Take-Aways can best be practiced when there is ample time to compare thoughts.

Targeted Benefits

There are many benefits to the successful implementation of **Each One – Reach One**. Too often, youth lack certainty about their potential to give unto others. This is especially true about youth from extreme poverty. They are frequently recipients of help from others. They are often uncertain about having special skills, abilities, and even possessions to help others. The uncertainty causes self-doubt, feelings of inadequacy, and a lack of confidence.

Program Overview

Empowerment of Youth: The **Each One – Reach One** lesson series empowers youth to recognize, understand, and appreciate that they can make differences in the lives of others and fulfill God's plans when given the opportunity. The youth are taught they have special skills, abilities, and even possessions to give unto others. They are equipped with godly life-skills, such as godly gratefulness, courage, diligence, persistence, and love – all qualities introduced for the youth to glorify and serve God.

Education Achievement: The **Each One – Reach One** lesson series contributes to the success of educational achievement. Knowledge building and skill enhancement are necessary but not sufficient to successful education. There are habits of thinking that are necessities for youth to achieve and succeed. Those qualities include the demonstration of godly courage, godly diligence, godly persistence, and godly love. Those qualities are associated with learning more effectively reading, writing, and numeracy, all critical to reducing and eliminating extreme poverty – in a sustainable way.

Vocational Achievement: The **Each One – Reach One** lesson series also contributes to vocational achievement and success. Vocational performance depends on the godly qualities taught in the **Each One – Reach One** lesson series. The qualities will not only expose youth to greater opportunities, it will earn them a greater reputation of excellence. Vocational success comes with sacrifice and the ability to overcome obstacles. Youth must develop the mindset, habit of thinking, and true grit to be overcomers. This is especially true among youth from extreme poverty.

Targeted Objectives

There are six targeted objectives that represent learning outcomes.

- Youth describe themselves as important, special, worthy, and valuable. (Ephesians 2:10)
- Youth explain the meaning of God's ambitious plans and ways to fulfill His plans (Ephesians 2:10)
- Youth identify barriers that interfere with their serving others and ways to overcome those barriers. (Proverbs 3:5-6)
- Youth explain what it means to serve with godly grateful, courageous, diligent, persistent, and loving hearts. (2 Timothy 3:16-17)
- Youth give examples of how to apply each of the eight lessons in their lives. (1 Peter 4:10)
- Youth identify benefits for demonstrating the five godly qualities. (1 Timothy 4:8)

Program Overview

Key Verse	The biblical basis for the lesson.
Definition	The meaning of the godly quality or expression taught in the lesson.
Lesson Aim	The proposed goal for learning in the lesson.
Objectives	The measurable outcomes used to determine if the lesson aim was learned.
Supplies	The list of all materials needed to teach the lesson.
Whole Group Introduction	The whole group lesson introduction is the "attention getter."
Lesson Presentation	The part of the lesson that familiarizes youth to the topics covered in small group.
Small Group	Small group provides youth with a reduced student-teacher ratio which gives them more opportunities to interact with the teaching team and one another.
Whole Group Reflection	The part of the lesson that gives youth the opportunity to review and reflect on the lesson.
Teacher Tips	These are helpful road signs that point to teachers staying on track.
Leaders Share	These are helpful road signs that point to the teaching team sharing.
Let's Prepare	These are helpful road signs that point the teacher to ask youth to prepare for sharing Take-Aways in whole group.
Let's Share	These are helpful road signs that point the teacher to ask youth to share Take-Aways in whole group.
Transition to Small Group	These are helpful road signs that point the teacher to moving from whole group to small group.
Call to ACTION Workbook	The workbook gives youth opportunities to actively engage in the learning and provides a visual cue to highlight important learning opportunities.
Lesson Take-Aways	These are helpful road signs that point the teacher to asking youth to apply the lesson objective to daily life.
Let Us Pray	Opportunity to ask God for His guidance and instruction when introducing and closing each of the eight lessons.
Godly Lesson Qualities Gratefulness Courageous Diligence Persistence Loving	
Vocabulary	Vocabulary words to review in the lesson series.

Scripture Support	Scriptures that offer further Biblical basis for the five godly qualities.
Examples	Examples that explain each of the godly qualities.
Definition	The meaning of the godly qualities.
Barriers	Things that can stand in the way of youth developing or demonstrating the godly qualities.
Benefits	Good things that can happen from demonstrating the godly qualities.

USING THE YOUTH ACTION WORKBOOK

Small group instruction provides youth with a reduced student-teacher ratio which gives students more of the teacher's focused attention and a chance for teachers to ask specific questions. Small group instruction allows teachers to reinforce skills learned in whole group. Each student is provided a **Call to ACTION Workbook** to be used along with the Teacher Manual.

Curriculum Overview

CONTENT OF THE CURRICULUM

Lesson 1

The Importance of JUST ONE

This lesson is designed to help youth see that they are created as God's masterpieces. It's important for youth to find the same value in themselves as God finds in them. It's equally important that the youth find the same value in others. God says that the youth are created in Christ Jesus to do good works. The lesson is also designed to help youth discover that they can make differences in the lives of others.

Ephesians 4:4-6, Psalm 139:14-15, Psalm 119:73, Psalm 139:16

Lesson 2

God's Ambitious Plans

This lesson is designed to help youth realize they were created to fulfill God's ambitious plans. It's important for youth to know that God has given them special skills, abilities, and even their possessions; no matter how limited to fulfill His ambitious plans. It's equally important for youth to be able to recognize the difference between a God-led plan and a self-led plan. They have potential to reach others in ways that no one else can. It's important to remember that God can take the smallest gift we offer and make the biggest difference.

Philippians 1:6, Psalm 23:3, 1 John 3:17, 1 Timothy 2:3-4

Lesson 3

GRATEFULNESS

This lesson is designed to help youth feel a sense of gratefulness for knowing God is a true source of all good things and is present in all circumstances, the good and bad. An important aim is to help youth express their gratitude to God for those blessings and because of their gratitude to God serve and give unto others. It is a lesson that teaches the youth to glorify God by serving Him gratefully.

Romans 7:25, Psalms 9:1, Philippians 4:6, Hebrew 12:28

Lesson 4

COURAGE

This lesson is designed to encourage youth to be strong and courageous because God goes with them. An important part of the lesson is to help the youth gain confidence to move forward with God's ambitious plans even while facing difficulties and fearful situations. It is a lesson where the youth are taught that courage is not the absence of fear. They can lean on the knowledge that God will not leave them or forsake them.

1 Chronicles 28:20, Ephesians 6:10, 1 Corinthians 16:13, Joshua 1:1-10

CONTENT OF THE CURRICULUM

Lesson 5

DILIGENCE

This lesson is designed to help the youth know they are called by God to plan and demonstrate with biblical wisdom and hard work. An important emphasis is for the youth to know that they are asked to work with all their heart and to know they are working for the Lord. The youth are taught that to serve diligently should be a daily commitment.

Proverbs 21:5, Proverbs 10:4, 2Corinthians 8:11, 2 Peter 1:10

Lesson 6

PERSISTENCE

This lesson is designed to encourage the youth to never grow too tired and give up on God's ambitious plans. The youth are taught that they will continue to face difficulties in life, some big and some small. This lesson puts an emphasis on building their character through facing difficulties.

2 Thessalonians 3:13, Philippians 3:14, 1 Corinthians 15:58, James 1:12

Lesson 7

LOVE

This lesson is designed to help youth love God, others, and self. The youth are taught that this love involves their response to others with words and deeds that encourage, and at times show sacrifice. God's ambitious plans require courage, diligence, and persistence. The youth are taught to serve courageously, diligently, and persistently with love.

Colossians 3:14, Corinthians 13:13, Ephesians 4:2, Galatians 5:13-14

Lesson 8

Saying "YES" to God's Call

This lesson is designed for the youth to know that many life-experiences prepare them for God's ambitious calls. The lesson teaches the youth to recognize that God's grace is sufficient in those difficult circumstances, and that they become stronger because of those difficulties. An important part of the lesson is for the youth to know how a genuine reliance and dependency on God will help them overcome their difficulties and fulfill God's ambitious plans for them to serve.

Hebrews 4:15-16, James 4:8, 2 Corinthians 1:20, Romans1:6

EFFECTIVE TEACHING STRATEGIES

PREPARE THOROUGHLY	One of the most important hints that can be given to help make the lessons successful concerns your preparation before the lesson. The following steps provide a guide that will help you in your planning. • ***Read the lesson description including the teacher tips and participant exchange at least twice before the lesson.*** The lesson activities have been described step by step in the manual. However, it is important to read them over several times before the lesson so that your involvement can be more spontaneous. Otherwise, the youth may lose interest. The text is provided to help you move through the lesson smoothly. However, the lesson can fall flat if you read it word for word. • ***Provide a visual prop for teaching whole group and small group activities.*** A visual is recommended for many of the lessons. The youth workbook serves as a visual prop. The reason for having visuals is to illustrate the talking points and to help keep the youth focused on the topic. It has been our experience that if a visual is not used it is more difficult to maintain the youth's interest.
ENCOURAGE ACTIVE PARTICIPATION	It is important that the youth participate in the small group discussions when possible. During the course of each small group activity, help all youth feel comfortable expressing their thoughts. Here are several helpful hints that encourage active participation. • ***Praise youth throughout the lesson for sharing.*** Praise should be a basic step in any lesson discussion. Praise can be communicated both verbally and nonverbally. Nonverbal praise includes thumbs up or high hand slap or whatever is considered within any particular culture as nonverbal praise. Verbal praise may include comments such as, "You are being very thoughtful." • ***Plan activities which require total participation.*** While reviewing the lessons, try to introduce activities that encourage everyone to participate. It is helpful to know before you ask a question whether or not the youth know the answer. Youth like to feel successful in their answer. • ***Encourage many youth to discuss the topic.*** There are times when a few youth dominate the discussion. While you want to encourage those youth, it is important to grow the confidence in all. Remember, we want all youth to feel a sense of capability. Get them involved in answering by asking questions you know they can answer.
LEAD THE LESSONS WITH ENTHUSIASM	During the course of the lessons, you as the leader must demonstrate enthusiasm for what is being discussed. Enthusiasm is best demonstrated in three ways – (1) Body posture, (2) Facial expressions, and (3) voice change. Your enthusiasm is very catching.
ENCOURAGE THE YOUTH TO EXPAND AND EXTEND THE IDEAS OUTSIDE THE DISCUSSION	As youth become more involved and interested in the lessons, they will begin introducing ideas of their own. As youth become more alert, for example, to the needs of others, they will begin to look for different ways to meet those needs. This is a form of problem-solving that should be encouraged.
PROVIDE "THINKING" PROBLEMS TO SOLVE	Lessons not only provide opportunities for youth to express themselves, but also to compare or question their thoughts and feelings with those of other youth. One of your roles as a leader is to help the youth understand the thoughts of other youth.
USE YOUR OWN BIBLE STORIES AND PERSONAL STORIES	There are many Bible stories and personal stories used in the teacher manual. We suggest you make comments/suggestions to yourself for ways you may improve the lessons by using Bible stories and your personal stories.
EVALUATE YOUR PROGRESS	It's important to evaluate what we do in teaching your lessons. It's important to ask a number of questions about the quality of discussions, the interest of the youth, and the success of the lessons. If the youth seem disinterested, you are encouraged to consider more creative ways to teach the lesson. You might find different ways to ask questions that encourage answering. The point is to always ask, "*How is the lesson going?*" and "*What might I need to do differently?*"
FOLLOW-UP WITH APPLICATION ASSIGNMENTS AND ACTIVITIES	There is nothing more important than your applications. There are many takeaways in the lessons that need visiting and revisiting. There are action steps that require practice. Practice makes one better at what he/she is practicing. The student handbook and student assignments are designed to facilitate follow-up from day-to-day and week-to-week.

LEADERSHIP LESSON SERIES APPLICATION

Objective:

The leadership teaching team teaches the goals and objectives on an ongoing basis through group meetings, monitoring targeted take-away youth assignments, and teaching team affirmation steps.

Rationale:

An essential part of the successful implementation of the leadership lesson series is the teaching team's commitment to expect youth to apply the goals and objectives day-after-day, week-after-week, and month-after-month. This requires coaching by all teaching team members who come in contact with the youth. The following three teaching strategies are introduced to coach the youth:

1. **Leadership Youth Group Meetings**
    - Teaching Team Coaching Roles and Responsibilities
    - Scheduling Leadership Youth Group Meetings
    - Arranging the Leadership Youth Group Meetings
    - Teaching Team Commenting and Questioning
2. **Targeted Take-Away Assignments for Youth**
    - Teaching Team Coaching Rules and Responsibilities
    - Scheduling the Targeted Take-Away Assignments for Youth
    - Arranging the Targeted Take-Away Assignments for Youth
    - Journaling the Targeted Take-Away Assignments for Youth
3. **Teaching Team Affirmation Steps**
    - Teaching Team Coaching Rules and Responsibilities
    - Teaching Team Strategies for Descriptive Commenting
    - Timing of the Teaching Team Affirmation Steps

Teaching Team Coaching Roles and Responsibilities:

One of the teaching team's roles and responsibilities is to serve as a group discussion leader for follow-up discussion purposes and extended learning opportunities. During leadership youth group meetings, youth are encouraged to express themselves freely, and the teaching team's role is to guide the discussions so that youth acquire a better understanding of themselves and others. The teaching team's role is to ask questions to help youth think through their ideas. For example, if a youth indicates that he or she is a failure at everything, you might ask, "What are examples of some of your successes?" If a youth exclaims, "I can't do anything!", then you might say, "What does God say to your ***I can't***?" The teaching team should align conversations in the group meetings with the leadership lesson series.

Throughout the group meetings, the teaching team needs to help youth feel like their ideas and expressions are valued and that the teaching team and classmates are listening.

Scheduled Leadership Youth Group Meetings:

The leadership youth group meetings should be scheduled at least once per week. We suggest that you schedule the group meetings at a predictable and consistent time. It should become a highly valued part of the youth's education. If the group meetings are not carried out at least once per week, it is much less likely that positive changes will occur in their daily lives.

We recommend that the group meetings last from 30 to 60 minutes. Youth lose interest if much longer.

Arranging the Leadership Youth Group Meetings:

We recommend that the youth sit in a circle during the youth group meetings. Eye contact gives the group a sense of unity. The youth are more inclined to be more attentive.

Teaching Team Commenting and Questioning:

- Ask open-ended questions. (How can we make differences in the lives of others? How can we demonstrate godly grateful, courageous, diligent, persistent, and loving hearts?)
- Give youth a few moments of "wait time" before discussing a question or calling upon a youth to answer a question. Youth need time to process.
- Respond to youth in an inquiring manner. (Tell us more about your I can't thoughts and feelings. What explains your thinking that God fails to listen to you?)
- Encourage youth to respond to one another and not just the adults. (What are your thoughts about his comments? Do you have any questions to ask her? What question do you want to ask?)
- Encourage youth follow-up questions in order for youth to build upon one another's thinking. (What can you add to his comments? How would you respond to his question?)
- Encourage youth to actively listen to the person who is speaking.
- Encourage youth to call on one another during group meetings.

Teaching Team Coaching Roles and Responsibilities:

The teaching team asks the youth to identify lesson take-aways using the STOP, START, AND KEEP DOING STEPS at the end of each of the eight leadership lessons. For example, the youth are asked to write in their action workbook answers to the following three questions:

1. What will you **start** doing to make a difference in the life of another?
2. What will you **stop** doing that interferes with you making a difference in the life of another?
3. What will you **keep** doing to make a difference in the life of another?

The take-away questions are introduced to encourage youth to reflect on what they have learned during each of the eight lessons. They also help the youth anticipate how they can apply the lessons in their daily lives.

Scheduling the Targeted Take-Away Assignments for Youth:

The teaching team should try to introduce the assignments on a weekly basis, if possible. Anything is better than nothing. A monthly assignment can work if done consistently and taken seriously. However, weekly assignments prove more effective.

Arranging the Targeted Take-Away Assignments for Youth:

A time, preferably, during a youth group meeting should be set aside for a share and tell. This is a good time to compare thoughts and help generalize learning. However, youth group meetings should not be limited to take-away questions. The take-away questions are most effective for encouraging youth to start demonstrating ways to make differences in the lives of others, fulfill God's ambitious plans, and show grateful, courageous, diligent, persistent, and loving hearts. There are other heartfelt concerns youth have that also need discussion in leadership youth group meetings.

Journaling the Targeted Take-Away Assignments for Youth:

The youth should be encouraged to keep a record of their start, stop, and keep doing steps. It will help them monitor progress and hold themselves and others accountable to the start, stop, and keep doing decisions. Further, the facilitator of the leadership youth group meetings should also keep record of commitments and progress made among the youth.

Teaching Team Coaching Roles and Responsibilities:

The teaching team affirmation steps are steps that recognize and praise the youth for applying goals and objectives taught in the leadership lesson series and applied in their daily lives. They are steps that recognize and praise the youth for making differences in the lives of others. They are steps that recognize and praise their setting and working toward God's ambitious plans. They are also steps that recognize and praise the application of the five godly qualities – grateful, courageous, diligence, persistence, and loving. The six affirmation steps include:

1. Label the behaviors – Help youth identify/label godly qualities to apply in their daily lives.
2. Describe the behaviors – Help youth understand the meaning of godly qualities to apply in their daily lives.
3. Demonstrate the behaviors – Help youth recognize what the godly qualities look and sound like when applied in their daily lives.
4. Practice the behaviors – Help youth frequently demonstrate godly qualities in their daily lives.
5. Monitor/Observe the behaviors – Pay attention to those times youth are practicing godly qualities.
6. Affirm the behaviors – Help youth feel positive about practicing godly qualities by using descriptive comments.

Godly qualities include making a difference in the lives of others, setting and pursuing Godly ambitious plans, and demonstrating the five godly qualities taught in the leadership lesson series. There are more godly qualities that include responsibility, self-control, patience, tolerance, kindness, gentleness, alertness, availability, compassion, endurance, and discernment.

Teaching Team Strategies for Descriptive Commenting:

A descriptive comment is simply a "You" statement that describes what the youth are demonstrating. It offers the youth emotional support or encouragement. The following examples represent the affirmation of godly qualities demonstrated by youth.

- Alfred, you sure are showing a grateful heart by thanking your classmate for help.
- Diana, you are showing godly persistence by not giving up on your assignment.
- Nikista, godly diligence is very noticeable in your work habits.
- Samuel, your godly grateful heart is becoming obvious by your acts of giving.
- Stella, you are demonstrating godly courage by choosing not to give up. It also shows the godly persistence that you are using.
- Barbra, you are showing godly love by the encouraging words you share with your classmates.
- Collins, your alertness to the needs of others is very impressive.
- Lyla, you are very compassionate to make yourself available to the needs of others.
- Hosea, you a great example by turning your "I can't" thoughts to "God can" thoughts.

Timing of the Teaching Team Affirmation Steps:

The most effective use of the teaching team affirmation steps is from the beginning to the end of every day. It requires the godly quality, self-discipline, among the teaching team. The teaching team must be alert to the many times youth demonstrate godly qualities and apply the lesson goals and objectives. Teaching teams should seize on the opportunity to use descriptive comments or affirmation statements in all setting at all times.

There is an effective teaching principle,

"The learner who talks the most, thinks the most. The learner who thinks the most, learns the most."

The fact there is *teacher talk* does not guarantee learning. Learning requires interaction and engagement between the teaching team and learners. This is true for adult and youth learners.

Role as Teacher

One of your roles as a teacher of teachers or a teacher of youth is to serve as a discussion facilitator. During discussions, your teacher training role is to ask questions to help both adult and youth think through their ideas. Throughout the discussions, the teacher needs to provide interactive, engaging, inviting, and exciting activities designed to facilitate active listening, active thinking, active discussions, and active learning. A teacher trainer should review the effective teaching strategies on page three. They are applicable for teaching adults and youth.

Teacher Training Overview

The Teacher Training Overview is written to suggest effective teaching activities for helping the adult and/or youth learners reach optimal levels of learning.

APPENDICES

Appendices A, B, and C follow the Vocabulary Section in the back of this Manual.

APPENDIX A

Engagement Activities for Teacher and Youth Training Conferences and Workshops

Appendix A represents descriptions of activities designed to help teachers of teachers and/or youth to have interactive, engaging, and motivating learning opportunities.

APPENDIX B

Activity Examples for Training Teachers

Appendix B represents examples for the application of the teacher activities during the teacher of teacher's training conferences/ workshops.

APPENDIX C

Activity Examples for Training Youth

Appendix C represents examples for the application of the teacher activities during the teacher of youth training conferences/ workshops.

Each ONE Reach ONE

Lesson 1
THE IMPORTANCE OF JUST ONE
Pages 10-17

Lesson 2
GOD'S AMBITIOUS PLANS
Pages 18-23

Lesson 3
GRATEFUL
Pages 24-31

Lesson 4
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Lesson 5
DILIGENCE
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Lesson 6
PERSISTENCE
Pages 48-55

Lesson 7
LOVING
Pages 56-63

Lesson 8
SAYING "YES" OF GOD'S CALL
Pages 64-71

Lesson 1

The Importance of **JUST ONE**

LESSON AIM

To help youth discover they can make a difference one person at a time.

OBJECTIVES – Youth will:

- Explain they were created as God's masterpiece to do good works.
- Describe how people have made a difference in the lives of others.
- Describe how they can make a difference in the lives of others.
- Describe barriers that can prevent them from making important differences in the lives of others.
- Describe ways to overcome those barriers.

SUPPLIES

Markers, pens, chart tablet, beautiful masterpiece, Shilling, kernel of corn, poster of lesson overview, **Call to ACTION Workbook**

Teacher Tip

Choose a song that is relevant and meaningful to the youth's culture that can invite and excite them to focus on God. Here I Am Lord is a beautiful song with universal appeal. As the youth arrive, play the song in the background singing with them the chorus beginning with, "*Here I Am Lord*… and ending with … *I will hold your people in my heart*."

WHOLE GROUP INTRODUCTION

Say

Yes, here we are Lord. We have heard you calling in the night. We will go Lord, if you lead us. We will hold Your people in our heart. This is truly a very special day that the Lord has made. You are here because God has a plan for you. And it is an ambitious plan.

That said, I encourage you to pay close attention for this is the day that the Lord has made for YOU. This day may be the beginning of one of the most important days of your life.

LET US PRAY

Teacher Tip

Following the prayer, it is time to introduce the Leadership Academy using the Lesson Overview.

INTRODUCE LESSON OVERVIEW

Say

The Each ONE - Reach ONE Leadership Academy has the following eight lessons:

LESSON 1 - The Importance of JUST ONE
LESSON 2 - God's Ambitious Plans
LESSON 3 - Serving with a Godly Grateful Heart
LESSON 4 - Serving with a Godly Courageous Heart
LESSON 5 - Serving with a Godly Diligent Heart
LESSON 6 - Serving with a Godly Persistent Heart
LESSON 7 - Serving with a Godly Loving Heart
LESSON 8 - Saying "YES" to God's Call

Teacher Tip

This would be a good time to introduce the **Call to ACTION Workbook** and pass them out to the youth.

Notice the front cover is titled "Each ONE - Reach ONE Leadership Academy." The other picture quotes Ephesians 2:10. The youth may reference it on page 1 of their workbook.

Student Workbook

Bible Verse Reference
Ephesians 2:10

Say

Upon completion of the Leadership Academy:

- You will recognize, understand, and appreciate ways to serve God.
- You will know that God gave you special skills, abilities, and even possessions to help you fulfill His ambitious plans.
- You will be equipped with godly character qualities to help you fulfill God's ambitious plans.

Teacher Tip

Notice the song lyrics are printed on page 3 in the **Call to ACTION Workbook.**

SONG

♫ HERE I AM, LORD

I, the Lord of sea and sky,
I have heard my people cry.
All who dwell in dark and sin,
My hand will save.

Chorus
Here I am, Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

I, who made the stars of night,
I will make their darkness bright.
Who will bear my light to them?
Whom shall I send?

Chorus
Here I am, Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

I, the Lord of snow and rain,
I have borne my people's pain.
I have wept for love of them.
They turn away.

Chorus
Here I am, Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

I will break their hearts of stone,
Give them hearts for love alone.
I will speak my words to them.
Whom shall I send?

3

LESSON PREPARATION

Say Today's introductory lesson is called **The Importance of JUST ONE.** Please listen to me read Ephesians 2:10.

"For we are God's masterpiece. He has created us anew in Christ Jesus so we can do the good works He planned for us long ago."
– Ephesians 2:10

Bible Verse

Ask ***What did you hear in Ephesians 2:10 that suggests your importance?***

Turn to page 1 in your **Call to** ACTION **Workbook.**
Let's read Ephesians 2:10 one more time together.

Say You are absolutely right – MASTERPIECE! A masterpiece can be many things, including a beautiful picture. God also describes you as His workmanship, handiwork, and work-of-art.

When you see yourselves through the eyes of God, you will see beautifully made masterpieces created with special skills and abilities to help fulfill His ambitious plan.

Teacher Tip

This is a wonderful time to share a beautiful artifact (i.e., beautiful piece of art or sculpture.) The point is to see yourself through the "eyes" of God.

Ask

- ***How important is JUST ONE of anything?***
- ***How much can you buy with JUST ONE shilling, penny, etc.?***
- ***How filling would JUST ONE kernel of corn be to you?***
- ***How can JUST ONE be so important in the life of another?***

LEADERS SHARE

Ask several teachers on the leadership team to raise their hands and briefly share how *JUST ONE* person made an important difference in their lives.

Ask Those were amazing stories! I wonder:

- ***How often have you made those important differences in the lives of others? OR***
- ***How often do you have any self-doubt, a lack of confidence, or feelings of inadequacy about your special skills and abilities to make important differences in the lives of others?***

Say If you do have self-doubts, a lack of confidence, or feelings of inadequacy, then you are in good company. There are MANY Bible characters and many among the teaching team who have faced those self-doubts called barriers. Barriers are negative thoughts you say to yourself (self-talk) that encourage self-doubt, a lack of confidence, or feelings of inadequacy.

IN FACT, this is a good time to break up in small groups and talk about one Bible character in particular and his self-doubts, lack of self-confidence, and feelings of inadequacy – **MOSES**.

Transition to Small Group

SMALL GROUP

Say During whole group, there was discussion about the importance of *JUST ONE*. Some questions asked were:

- How much can you buy with *JUST ONE* shilling, penny, etc.?
- How filling would *JUST ONE* kernel of corn be to you?
- How can *JUST ONE* be so important in the life of another?

➢ ***JUST ONE doesn't seem like much, does it?***

Teacher Tip

Before reading the story about Moses, allow for some discussion about what *JUST ONE* means to your students.

God Calls Moses to Service

Say Today you will hear a story about a Bible character named Moses. He was chosen as *JUST ONE* person to answer God's call. Before we read Exodus 3:7-10, let's discuss important vocabulary words and complete the chart.

Write vocabulary words on sticky notes. As you discuss the meaning of the words, find the definitions on the chart. Place each word next to its corresponding definition.

The words on the sticky notes are some of the same words the students need to write in the student workbooks. They can reference the chart for spelling.

barriers – obstacles; problems
dialogue – a conversation between 2 people
misery – unhappy
crying out – calling out
concerned – worried
suffering – pain; distress
oppressing – harassing
eloquent – articulate, fluent
a land flowing with milk and honey – the abundance and prosperity is found; all good things; God's blessings

Teacher Tip

Students will refer to the Scripture verses in their workbooks and use the vocabulary chart to fill in the blanks.

Say Remember how we discussed the meaning of the word *dialogue*? It means a conversation between two people. In this Bible story about Moses, there is dialogue between him and God. As I read Exodus 3:7, use the chart to find the missing vocabulary words and write them in your **Call to ACTION Workbooks.**

"I have indeed seen the **misery** of my people in Egypt. I have heard them crying out because of their slave drivers, and I am **concerned** about their **suffering**. "

– Exodus 3:7

Bible Verse

Ask ***What is God saying to Moses?***

Say **God knows what is going on in Egypt, He knows it is not good, and he is concerned for His people.**

As I continue to read the next few verses in Exodus, write in the missing vocabulary words. You can reference the chart for help. Remember, there is dialogue between God and Moses. In other words, God is speaking to Moses.

"So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, **a land flowing with milk and honey**. And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are **oppressing** them. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt."

– Exodus 3:8-10

Bible Verse

Say **AGAIN, God knows what is going on in Egypt, He knows it is not good, and he is concerned for His people.**

So what does God do? He calls Moses to service. He is asking Moses to go to Pharaoh, the Egyptian Ruler, and tell him to let the Israelites go. God is asking Moses to lead the Israelites out of Egypt.

Say **Let's see how Moses reacts to God's call and explain why.**

Teacher Tip

Allow students to share.

Continue reading the dialogue between God and Moses, stopping to encourage group discussion.

Say

- In Exodus 3:11, Moses, says, **"Who am I that I should go to Pharaoh and bring the Israelites out of Egypt?"**
- Exodus 3:12, God replied, "I will be with you…"
- Exodus 4:10, Moses says, **"Pardon your servant, Lord. I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue."**
- Exodus 4:11-12, God said, "Who gave human beings their mouths? Who makes them deaf or mute? Who gives them sight or makes them blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."

Teacher Tip

misery
concerned
suffering

a land flowing with milk and honey

oppressing

There is a picture of Moses and a "thought bubble" above the picture. Have students write what they think Moses is feeling.

Have students answer the questions on page 5 in their **Call to** ACTION **Workbooks.**

The Importance of JUST ONE

LESSON 1

God Calls Moses to Service

"I have indeed seen the _____ of my people in Egypt. I have heard them crying out because of their slave drivers, and I am _____ about their _____."
– Exodus 3:7

"So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, ____ _____ _____ _____ _____ _____. And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are _____ them. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt."
– Exodus 3:8-10

4

The Importance of JUST ONE

LESSON 1
Moses Reacts to God's Call

How is Moses feeling? Saying to himself?
What were the barriers in Moses' life?

How did God help Moses overcome the barriers?

5

Ask ***How do you think Moses is feeling? Saying to himself?***

Say You can see how much Moses relied on God to help him overcome his barriers. He said, *"I CAN AND I WILL – with God's help."*

- Moses' ***I CAN'T*** was God's ***I CAN***.
- The same is true with all of us.
- Our ***I CAN'T*** is God's ***I CAN***.

God tells us what we CAN do WITH Him as long as it is FOR Him.

Teacher Tip

Have students answer these four questions on page 6 in their **Call to** ACTION **Workbooks.**

Say But enough about Moses, let's talk about each of **YOU**.

1. What ONE person has made an important difference in your life?
2. What have you done as Just ONE to make a difference in the life of another?
3. What barriers have prevented (or might prevent) you from making a difference in the life of another?
4. How can you overcome barriers?

Teacher Tip

Have the students complete page 6 in their **Call to ACTION Workbooks.**

LESSON 1 TAKE-AWAY

God is our true source of all good things and is present in all circumstances.

Let's Prepare

The Importance of JUST ONE

LESSON 1

God tells us what we CAN do WITH Him as long as it is FOR Him.

What ONE person has made an important difference in your life?

_____

What have you done as Just ONE to make a difference in the life of another?

_____

_____

What barriers have prevented (or might prevent) you from making a difference in the life of another?

- _____
- _____

How can you overcome the barriers?

_____

_____

Lesson 1 Take-Away

What will you **START** doing?_____

What will you **STOP** doing?_____

What will you **KEEP** doing?_____

6

Ask

Lesson Take-Aways

What will you **START** doing to make a difference in the life of another?

What will you **STOP** doing that interferes with you making a difference in the life of another?

What will you **KEEP** doing to make a difference in the life of another?

WHOLE GROUP REFLECTION

Let's Share

Say

Those were some heartfelt examples of people in your life who made differences. It is amazing to think you sighted JUST ONE and the difference that JUST ONE made in your life. It was also wonderful to hear you share stories about the differences you have made in the lives of others and how you identified those "I CAN'Ts" in your life that stop you from making those differences in the lives of others.

As you seek God, you will begin to see yourself as a person who:

- Is special, important, valuable, and capable to others.
- Appreciates the differences people make in your life.
- Recognizes your potential when given the opportunity to make differences in the lives of others.
- Resists the barriers that prevent you from being that JUST ONE who makes a difference in the lives of others.

When you begin to see yourself this way, you will become increasingly ready to respond to God's ambitious plans. Oops, I've just introduced the second lesson.

LET US PRAY

Teacher Tip

Transition to Lesson 2 – GOD'S AMBITIOUS PLANS.

Teacher Notes

Lesson 2

GOD'S AMBITIOUS PLANS

LESSON AIM

To help youth believe that God has ambitious plans for them.

OBJECTIVES – Youth will:

- Explain the meaning of godly ambition by contrasting differences between godly ambition and self-ambition.
- Describe examples of God's ambitious plans.
- Identify godly qualities that help them to fulfill God's ambitious plans successfully.
- Construct an action plan to fulfill godly ambitious plans.

SUPPLIES

Markers, pens, chart tablet,

Definition

Godly ambitions are BOLD plans which benefit others and are based on God's unlimited ability to do His works through me.

WHOLE GROUP INTROUCTION

Say

Look to your left. Look to your right. Take five seconds to quietly look all around you. What does God see? God sees youth with special skills, abilities, and even possessions who have the potential to make differences in the lives of others. He sees youth who can help fulfill His ambitious plan to make heaven on earth a better place.

If God has left you on earth at this time to fulfill His ambitious plans, and He has, then I suggest you pay close attention to lesson two. You learned in lesson one what JUST ONE can do JUST ONE person at a time.

If you are here to DREAM big, then there will be no better person to dream big with than God and no better place to be than HERE. So, let's bow our heads and pray to God for us to learn about His ambitious plans.

LET US PRAY

LESSON 1 REVIEW

Start Lesson 2 with a review of THE IMPORTANCE OF JUST ONE.

Choose two or three volunteers to briefly share their Take-Aways from Lesson 1.

LESSON PRESENTATION

Say

Thank you so much for paying close attention to your takeaway assignment for Lesson 1. We hope you will continue applying your "Start, Stop, and Keep Doing Steps" to all take-aways.

Also, those were amazing stories shared earlier about the importance of JUST ONE in your lives! Very often, people may make light of your importance. People may say, "It was nothing." Helping others may seem like nothing to you. But it is something very special to the person helped and very special to God. This explains the importance of the second lesson, God's Ambitious Plans.

"For we are God's masterpiece. He has created us anew in Christ Jesus so we can do the good works He planned for us long ago."
– Ephesians 2:10

Say Let's return to Ephesians 2:10.

Bible Verse

YOU, a masterpiece, were created in Christ Jesus to do good works He planned for us long ago. God had a plan for you BEFORE you were born to do good works. This explains the importance of the second lesson, God's Ambitious Plans.

Transition to Small Group

SMALL GROUP

Say In Lesson 1, you heard the exchange between God and Moses. God had an ambitious plan for Moses. Now, we will talk about God's ambitious plan for each of you.

Say Now let's listen to one of our Teaching Team members share about his/her exchange with God about God's ambitious plan in his/her life and how he/she responded to God's plan. Also, pay close attention to his/her self-doubts and ways he/she overcame those self-doubts.

LEADERS SHARE

Have one person from the Leadership Team share a personal story about an exchange he/she had with God regarding God's ambitious plan for his/her life, and how he/she responded.

Say It is EXCITING to listen to people share about their answers to God's call to make important differences in the lives of others. Before we talk further about God's ambitious plans in your lives, let's discuss the meaning of godly ambition and selfish ambition by completing the chart together. Be sure to include examples of both.

Teacher Tip

Use the chart to reference the difference between godly ambition and self-ambition.

The students have the same chart printed in their **Call to** ACTION **Workbooks.**

Godly Ambition	Selfish Ambition
Bold plans based on God's unlimited ability to do HIS works through me	Bold plans based on MY goals without regard to God
Examples:	Examples:

Say

This is probably the part of the Leadership Academy that is most exciting and critical to answering God's ambitious call to make a difference in the lives of others.

Let's read 1 Corinthians 12:18.

"… God has arranged the parts in the body, every one of them, just as He wanted them to be."
– 1 Corinthians 12:18

Bible Verse

Ask

When we read the verse in 1 Corinthians, it talks about the parts of the body.

- **What do our bodies have to do with God's ambitious plan?**

Teacher Tip

Students complete fill-in-the-blanks in their **Call to ACTION Workbooks.**

Lesson 2 Take-Away

What will you **START** doing to be more alert to the needs of others and make yourself available to meeting those needs?

_____

_____

What will you **STOP** doing that prevents your alertness to the needs of others and that stops you from making yourself available to meeting those needs?

_____

_____

What will you **KEEP** doing to be more alert to the needs of others and make yourself available to meeting those needs?

_____

_____

- "BEE" **ALERT!**
- "BEE" **AVAILABLE!**

9

Say

It is in God's wisdom that we have the five body parts. God created in His likeness our eyes, ears, hands, feet, and mouth to help accomplish God's ambitious plans.

There are TWO ways we use our body parts to meet the needs of others.

- **BE ALERT**
- **BE AVAILABLE**

Your **eyes** and **ears** help you become **ALERT** to the needs of others; and

Your **hands**, **feet**, and **mouth** help make you **AVAILABLE** to meet the needs of others.

Say Refer to page 8 in your **Call to** ACTION **Workbooks.** You will notice a picture of a child with his hands raised. Each of the body parts have been labeled.

Let's discuss how our body parts help make us **alert** and **available** to others.

Teacher Tip

On page 8 in their **Call to** ACTION **Workbooks** the body parts are labeled. Students will answer four questions on how their body parts help them be alert and available to others.

God's Ambitious Plan

LESSON 2

- How do we recognize the needs of others?
- What helps us respond to the needs of others?

Explain how our body parts help us be ALERT and AVAILABLE.

What do you **see**?_____

What do you **hear**?_____

What do you **say**?_____

What do you **do**?_____

8

Ask What do you **see**?

The EYES see people who are hungry, thirsty, homeless, naked, poor, abused, and lonely.

Ask What do you **hear**?

The EARS hear cries of hopelessness, helplessness, sadness, abandonment, shame, guilt, fear, humiliation, and isolation.

Ask What do you **say**?

The MOUTH gives hope-filled messages and shares encouraging words to the poor.

Ask What do you **do**?

The FEET rush to aid the disabled.

The HANDS extend the love of Christ to others in need.

Say As you recall the stories shared by our Teaching Team members, the stories represented the God-given body parts in two ways:

First, it required the use of the eyes and ears to identify the needs of others.

Second, it required the use of the hands, feet, and mouth to make himself/herself available to meet the needs of others.

There are TWO more CRITICAL STEPS in responding to God's plan to help others. First you need the **DESIRE** to be alert and make yourself available. There are few worse things than being alert to the needs of others and ignoring those needs.

Say Just think about the thoughts and feelings of the man who was left for dead by the priest and Levite.

Teacher Tip

Read aloud four Scriptures (on next page) that emphasize the importance of being ALERT and AVAILABLE.

"Ask the man attacked by robbers and left for dead. The priest and Levite were alert to the man's needs but failed to make themselves available." **– Luke 10:27-37**

Ask

What does God say about ignoring the needs of others?

"If anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him?"
– 1 John 3:17

" … I tell you the truth, whatever you did not do for one of the least among you, you did not do for me."
– Matthew 25:41-45

"If a man shuts his ears to the cry of the poor, he too will cry out and not be answered."
– Proverbs 21:3

Say

Secondly, you need to anticipate the **barriers** that can stop you from being alert and making yourself available. The latter answers must be part of your answer to the question about the Start and Stop Steps in your Lesson 2 Takeaways.

LESSON 2 TAKE-AWAY

God has given us the alertness and ability to meet the needs of others.

Before we return to Whole Group, write your Take-Aways in your **Call to** ACTION **Workbooks**. Write what you will:

- **START** doing to be more alert to the needs of others and making yourself available to meeting those needs?
- **STOP** doing that prevents your alertness to the needs of others and that stops you from making yourself available to meeting those needs?
- **KEEP** doing to be more alert to the needs of others and make yourself available to meeting those needs?

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say

Those were some wonderful Take-Aways. There is no question that God has you in mind to help Him fulfill His ambitious plan. After our break, our plan is to introduce you to the first of five qualities that will help equip or prepare you to fulfill God's ambitious plans in your lives.

Keep in mind, as you seek God, see yourself as a person who:

- has the potential to be alert to helping others.
- has the desire to make yourself available to help others.
- resists the barriers or negative thoughts that interfere with your alertness and availability.

Teacher Tip

It is time for break. Praise the youth for their alertness and remind them that God has ambitious plans for them. Transition to Lesson 3 – SERVING WITH A GODLY GRATEFUL HEART.

LET US PRAY

STOP

Teacher Notes

Lesson 3

GRATITUDE: SERVING WITH A GRATEFUL HEART

LESSON AIM

To help youth express gratefulness in recognizing God's blessing and constant care in our daily walk to fulfill His ambitious plans.

OBJECTIVES – Youth will:

- Explain the meaning of godly gratefulness by comparing godly gratefulness to a lack of appreciation.
- Describe examples of gratefulness.
- Describe barriers to gratefulness.
- Describe benefits to being grateful and demonstrating a grateful heart.
- Construct an action plan to practice gratefulness.

SUPPLIES

Markers, pens, chart tablet,
Call to ACTION Workbook

Definition

Godly gratefulness is a humble response that comes from knowing that God is the true source of all that is good in our life and present in all our circumstances – good and bad.

WHOLE GROUP INTRODUCTION

Say The development of a godly grateful heart may be one of the most important qualities you can develop. God says, "It is more blessed to give than to receive."

Importantly, there is nothing wrong or shameful about receiving. Jesus and His disciples were without a place to call their home the whole time Jesus was traveling and teaching. They humbly received help from God's people along the way in the form of food, shelter, and protection. Jesus' disciples received messages of hope and instruction from Jesus and from one another.

The teaching team are recipients of help. You receive support from many, as well. There is NOTHING wrong with being recipients of help. There IS something wrong with hardening your heart and letting the giving stop with you. It is God's desire that you become a giving person.

LESSON 2 REVIEW

Start Lesson 3 with a review of GOD'S AMBITIOUS PLANS.

Lets Share

Choose two or three volunteers to briefly share their Take-Aways from Lesson 2.

LESSON PREPARATION

Say Lesson 3 is about serving with grateful hearts. An immediate example of our grateful hearts is our privilege, honor, and blessing to serve you during our Academy time.

If and only if you want to know two ways to show a grateful heart, then pay close attention to Lesson 3. It is one exciting lesson that points you to God. So, let's bow our heads and pray.

LET US PRAY

Say Here we are talking about the ambitious plans of God. Of course, that could be overwhelming. We sense some eagerness to get started as well as some hesitancies. That's normal. There are two precautions:

- For those of you like Simon Peter, you want to move quickly prepared or not.
- For those of you like Moses, you hesitate because of those barriers. You think, "I'm not capable."

Interestingly, both a response to move too quickly or hesitate can be barriers. Resist moving too quickly to pursue God's ambitious plans. You are strongly encouraged to wait patiently for your equipping. To EQUIP means to PREPARE. Lesson 3 is the first of five lessons that help you fulfill God's ambitious plan.

Say Let's read Colossians 3:17

"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him."
– Colossians 3:17

Bible Verse

Say According to God's Word, you can express **gratefulness** in two ways:

1. ***I am grateful for what I receive.***
2. ***I give because I am grateful.***

God's call for you to be grateful in all things explains theintroduction of serving with grateful hearts as the first of five qualities of serving God.

Transition to Small Group

SMALL GROUP

Say In Lesson 1, you were told how God challenged Moses and how Moses responded.

In Lesson 2, our Leadership Team shared stories that reflected God's unlimited abilities to help them be the *JUST ONEs* in people's lives.

In Lesson 3, we will discuss how gratefulness points us to God and that God points us to serve others.

Say Listen to an exciting story about youth from the Seeds Children's Home in Kitale, Kenya.

Teacher Tip

Share this **true story** about the kids from the Seeds Children's Home. It is a story about kids from severe poverty who thought they had nothing to give. As mentioned, use stories meaningful to youth in their environments that are culturally specific and sensitive.

The kids from the Kipsongo slum in Kitale, Kenya were rescued from extreme poverty. They were kids who "received" help from a number of GOD-GIVEN and GOD-DRIVEN people beginning with Pastor Richard and Hellen Makani, founders and directors of Seeds Ministry in Kitale. The Makanis asked missionary partners, Jimmy and Melody Cooper, to teach a series of lessons on three words, RECEIVING, GRATITUDE, AND GIVING. The kids were asked, "What are examples of your blessings?" They clarified, "What have you received that has helped you?" The kids identified a number of blessings, such as their children's home, food and water, clothes, and medical care. The discussion on what they received was followed by lessons on gratitude. Of course, the kids expressed great gratitude for such blessings.

This is where the story gets exciting. The kids remembered Jimmy and Melody showing them pictures weeks before of kids in Vilonia, Arkansas who were devastated by a severe windstorm condition called a tornado. It was the second tornado to hit their town in three years. It destroyed many homes and killed men, women, and children. The kids from the Seeds Children's home rescued from their own devastation years before felt saddened; saddened enough that they asked Jimmy and Melody, "What can we do to help them?" Jimmy and Melody were so excited because their question introduced the third lesson about GIVING out of GRATITUDE for what they had RECEIVED.

To make a longer story shorter, Jimmy, Melody, and the kids began to brainstorm. Initially, they said to Jimmy and Melody, "We have nothing to give." Well, God saw it differently. You see, God saw the handiwork He had done. God also knew He had a plan in mind. All God needed were open minds and hearts to His plan for them to do good works.

The kids decided they could raise shillings. They thought people at the Kitale tent church poor in shillings but rich in love and mercy might give money. There was a car wash. They made chapatti and sold it to a mission team. The kids raised several hundred shillings and decided to give $42 American dollars of Shillings for the kids in Vilonia and the rest to purchase food and school supplies for kids in extreme poverty at Mt. Elgon. They also wrote messages of hope and shared encouraging words for the kids in Vilonia and shared messages of hope and encouraging words with the kids at Mt. Elgon when they dropped off large boxes of food and school supplies.

Say I'll never forget Jimmy's comment following this wonderful example of gratitude. Several kids expressed how thankful they were by saying, *"Thank you Jimmy. We never had an opportunity to give to others that way. We never had shillings to buy food and school supplies!"* Some of the kids hugged tearfully as they expressed a special joy that comes from being grateful in the form of giving unto others. They had the potential to give. They simply never had the opportunity.

SO NOW YOU KNOW THE REST OF THE STORY – A story that taught the kids they had the potential to fulfill God's ambitious plans – to make differences in the lives of others.

Because of their ability to give unto others, the kids experienced a very special sense of capability, purpose, and yes … voice. They felt very much like God's Masterpiece with special qualities and abilities.

It is wonderful to know that our kids from the Kipsongo slum, who came from extreme poverty, were able to share encouraging words and messages of hope to others. This was an opportunity for the kids to understand more fully that **it is more blessed to give than to receive**.

To be clear, there is no dishonor is receiving, but there is GREAT honor in giving.

The most important thing to learn from this story is:

You DO have the potential to serve when given the opportunity. Each one of you. You know what it's like to receive. You know what it's like to be grateful. God wants to use your grateful hearts to serve others.

Teacher Tip

Have students turn to page 10 in their **Call to** ACTION **Workbooks**

After the students answer the questions, give each of them A Grateful Heart sticker to place inside the square on page 10 in their workbooks. If you don't have stickers, ask the youth to decorate it.

Say Open your workbooks to page 10 and as I read the two questions, think about how you would answer them.

Ask **What motivates you to serve or give ambitiously?**

Ask **What helps you become a great giver in your home, school, and community?**

A Godly Grateful Heart!

"Rejoice always, pray continually, and give thanks in all circumstances . . ."
– 1 Thessalonians 5:16-18

Say YES, a grateful heart points the way to the ultimate example of serving and giving – Jesus Christ!

Bible Verse

Ask How does a grateful heart point you in a direction to serve, to give, to make differences in the lives of others, and fulfill God's ambitious plans?

Teacher Tip

Say Our definition of godly gratefulness will help you answer that question.

Give each student a sticker for their **Call to ACTION Workbooks.**

[If you are not able to provide stickers, consider having the youth draw a heart or other symbol of "A grateful heart."]

Students have the definition printed in a blue box like this one. The words provided below the box are to be used to fill-in-the-blanks.

*Godly gratefulness is a **humble** response that comes from knowing that God is the **true** source of all that is **good** in our lives and **present** in all of our circumstances – good and bad.*

GRATITUDE

LESSON 3

What motivates you to serve or give ambitiously?
What helps you become a great giver in your home, school, and community?

How does a grateful heart point you in a direction to serve, to give, and to make differences in the lives of others?

The definition of godly gratefulness will help you answer that question. Use the words below to fill-in-the-blanks.

Godly gratefulness is a _____ response that comes from knowing that God is the _____ source of all that is _____ in our lives and _____ in all of our circumstances – good and bad.

present *true* *humble* *good*

10

Say There are three very good reasons to be grateful:

1. God was, is, and always will be the true source of ALL that is good in life. (Psalm 16:2)
2. God was, is, and always will be present in ALL circumstances, good and bad. (Psalm 139:7-12)
3. And because of God, you have tremendous potential when given opportunities to serve and give unto others. (Ephesians 2:10)

Say Just imagine God's presence in all circumstances.

Ask **Is that not worth a godly grateful heart?**

Ask **Is that not worth the desire to express a godly grateful heart by serving and by giving unto others, especially those who face difficult circumstances?**

Teacher Tips

Have students turn to page 11 in their **Call to ACTION Workbooks.**

- List one way you can demonstrate a godly grateful heart.

Ask **What are ways you can demonstrate a godly grateful heart?**

Say Turn to page 11 in your **Call to ACTION Workbooks.** You are asked to list JUST ONE way you can demonstrate a godly grateful heart. Write it inside the heart.

Say You have heard about God's desire for you to have grateful hearts. The adults on the Teaching Team have those same desires for you. But what about the **barriers**? There are barriers that interfere with you being grateful.

Have students turn to page 11 in their **Call to ACTION Workbooks.**

- List barriers that might interfere with you being grateful.

Say Some examples of barriers include the following:

- Lack of appreciation for what we receive.
- Taking what we receive for granted.
- Distractions.
- Selfish pleasures.
- Desires for other things.

Say Those are examples of thoughts and actions that can choke and suffocate your efforts to fulfill God's ambitious plans for you to make differences in the lives of others.

Say

The good news is . . . there are **benefits** for serving with godly grateful hearts. There are many stories in the Bible that speak about this. For example:

- Paul was heavily persecuted, yet he wrote in 2 Corinthians 2:14, "But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him."
- In Hebrew 12:28, it is said, "Therefore since we are receiving a kingdom that cannot be shaken, let us be thankful, and so worship God acceptably with reverence and awe."
- In all his grief and all kinds of trials, Peter gives reason to be thankful and says in 1 Peter 1:6-7, "…through the hardships, our faith may be proved genuine and may result in praise, glory, and honor when Jesus Christ is revealed."
- In David's distress in Psalm 28:6-7, David cries out to the Lord, "Praise be to the Lord, for he has heard my cry for mercy. The Lord is my strength and my shield; my heart trusts in him, and I am helped. My heart leaps for joy and I will give thanks to him in song."

Say

Those expressions of gratefulness can become our expressions. God's unlimited abilities for us to express gratefulness is every bit as evident today as it was yesterday for God is the same yesterday, today, and tomorrow. So, the following benefits can encourage you to be grateful.

Teacher Tip

Have students complete page 11 in their **Call to ACTION Workbooks.**

- Answer the question – How do you express the benefits of serving with a godly grateful heart?

Ask

How do you express the benefits of serving with a godly grateful heart?

Say

Some examples of benefits are:

- I am more aware of God's presence in all circumstances.
- I am more aware that God is the true source of all good things.
- I am more motivated to seek God's plans.
- I am more inclined to be thankful.
- I am more motivated to serve and give unto others.
- I am more submissive to God.
- I am more humble.
- I am a stronger witness.
- I am more focused on God than on me and my circumstances.
- I am less anxious.

GRATITUDE

LESSON 3

List one way you can **demonstrate** a godly grateful heart.

List **barriers** that might interfere with you being grateful.

How do you express the **benefits** of serving with a godly grateful heart?

11

Teacher Tip

Have students answer the Take-Away Questions on page 12 in their **Call to** ACTION **Workbooks.**

LESSON 3 TAKE-AWAY

I am grateful for what I have received and I will give because I am grateful.

Ask

Turn to page 12 in your workbooks. Let's answer the Take-Away questions from Lesson 3.

Take-Away Questions:

- What will you **START** doing to help you express a godly grateful heart?
- What will you **STOP** doing that prevents you from expressing a godly grateful heart?
- What will you **START** doing to help you give to others out of godly gratitude?
- What will you **STOP** doing that prevents you from giving to others out of godly gratitude?
- What will you **KEEP** doing?

Lesson 3 Take-Aways

What will you **START** doing to help you express a godly grateful heart?

_____

_____

What will you **STOP** doing that prevents you from expressing a godly grateful heart?

_____

_____

What will you **START** doing to help you give to others out of godly gratitude?

_____

_____

What will you **STOP** doing that prevents you from giving to others out of godly gratitude?

_____

_____

What will you **KEEP** doing? _____

_____

_____

12

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say

Those were some special Take-Aways. The leadership team is very grateful that you have been so alert during small group to participate with such a grateful heart. You are definitely being equipped to serve God and give unto others.

As you become a person with a grateful heart, you will see yourself as a person who:

- ***Expresses gratefulness for what you have received.***
- ***Gives because you are grateful.***

LET US PRAY

Teacher Tip

Transition to Lesson 4 – SERVING WITH A GODLY COURAGEOUS HEART.

Teacher Notes

Teacher Notes

Lesson 4

COURAGE: SERVING WITH A COURAGEOUS HEART

LESSON AIM

To help youth gain confidence to move forward with God's ambitious plans even when it requires risk.

OBJECTIVES – Youth will:

- Explain the meaning of godly courage by comparing it to fear.
- Describe examples of godly courage.
- Describe barriers to godly courage.
- Describe benefits to being courageous.
- Construct an action plan to practice godly courage.

SUPPLIES

Markers, pens, chart tablet,
Call to ACTION Workbook

Definition

Godly courage is the decision to move into worrisome and fearful situations with confidence that comes from knowing God is my Protector and Comforter.

WHOLE GROUP INTRODUCTION

Say

I stand here and wonder:

- How courageous do you feel when you are overwhelmed with self-doubt?
- How courageous do you feel when you lack confidence?
- How courageous do you feel when you feel inadequate?
- How courageous do you feel when your "**I can't**" replaces your "**I can**?"

If you find yourself saying there are times when you feel less courageous than more courageous, then Lesson 4 is perfect for you. It is about developing godly courage. You will find godly courage is a very special kind of courage that you can depend on. Lesson 4 is about the second of five godly qualities that can make a BIG difference in your life.

LET US PRAY

LESSON 3 REVIEW

Start Lesson 4 with a review of SERVING WITH A GODLY GRATEFUL HEART.

Lets Share

Choose volunteers to briefly share their Take-Aways from Lesson 3.

LESSON PRESENTATION

Say

You can be courageous because God is present in all your circumstances. God's assurance to be present in all circumstances boosts the confidence of courageous acts. The relationship between a godly grateful heart and a godly courageous heart is strong.

"Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; He will never leave you nor forsake you.

– Deuteronomy 31:6

Say In the last lesson we talked about being grateful. Let's review two reasons why we are grateful.

1. God is the true source of all that is good in our life.
2. God is present in all our circumstances – both good and bad.

Let's read Deuteronomy 31:6.

Bible Verse

You can learn to be courageous BECAUSE God goes with you in ALL circumstances and will not leave you or forsake you.

Say You recall the stories about youth from the Seeds Children's Home. At this time, we plan to share stories about Bible characters who demonstrated godly courageous hearts. When you are asked, *"Who am I?"* name the Bible character.

Teacher Tip

The following stories describe characters in the Bible. Read them one at a time and after each story, ask the youth, **"Who am I?"**

GAME – NAME THAT BIBLE CHARACTER

MOSES

I have been asked to save the people of Egypt. Yet, I am simply not qualified. I stutter and don't talk well. Still, I cooperated. But the going got so tough. For 40 years, I led this hopeless generation through the wilderness one-minute praising God and the next complaining about God.

Still . . . in the end, any possible thought of "*I can't*" became "I can, I will, and I did!"

JOB

I suffered so much for so long through some of the most dreadful circumstances. I lost all my children, cattle, and servants at the same time. I was struck with loathsome sores all over. My friends taunted me. And worse yet, my wife criticized me. They wanted me to stop holding fast to my faith in God.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

Teacher Tip

The game about Bible characters continues with more stories. Read them one at a time and after each story, ask the youth, **"Who am I?"**

ESTHER

I am living a good life – a life of power, pleasure, and possessions. It's a safe life. I heard that the second-most powerful man in Persia, Haman, persuaded King Xerxes to condemn the 9,000,000 Jews in the kingdom to death. If I approach the king and reveal that I am a Jew, I could die. If I don't, the 9,000,000 Jews will die.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

DAVID

I know I'm tiny and scrawny, especially compared to the giant who is over nine feet tall! He is a massive man wearing a heavy tunic prepared to protect blows to his body, shin guards to protect his legs, a metal helmet, and carried three separate weapons. I have only a slingshot. How in God's name can I kill Goliath?

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

Teacher Tip

The game about Bible characters continues with more stories. Read them one at a time and after each story, ask the youth, **"Who am I?"**

NOAH

In Genesis, Chapter 6, you hear about me and the flood coming to wipe out all creation. God told me to build an ark for my family, two of every kind of animal. I also needed to get all the necessities for my family. I was an old man when I began to build the ark. People thought I was foolish, but I heard God ask me on this one occasion. You know, it took me around 55 years.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

APOSTLE PAUL

Yes, I persecuted Christians. I constantly threw them in jail or had them killed. People feared for their lives because of me. I would have nothing to do with this Christianity. And then something remarkable happened. While I had my own ambitious plans to defy God, God had another plan in mind. I had to make a choice.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

Teacher Tip

The game about Bible characters continues with more stories. Read them one at a time and after each story, ask the youth, **"Who am I?"**

BARNABAS

Yes, the Apostle Paul persecuted many Christians. It's understandable why members of the early Church didn't trust him at first. But I knew someone needed to take the risk and trust that Paul was reliable.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

JOHN THE BAPTIST

"Repent!" I say, "Repent and take stock of your lives." While I was subjected to threats on my life and imprisonment, God called me to tell people they were sinners and that they should turn to God. It was a life filled with persecution.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

Teacher Tip

The game about Bible characters continues with more stories. Read them one at a time and after each story, ask the youth, **"Who am I?"**

GIDEON

There were many doubts about my abilities. I suffered too many defeats to be confident in myself. When God appeared to me as an angel while I was hiding from the violent Midianites, the angel said, "The Lord is with me, mighty warrior." There were so many doubts about the angel's comments.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

MARY
MOTHER OF JESUS

I was greatly troubled when approached by the angel Gabriel in Nazareth, a town in Galilee. I was pledged to Joseph but unmarried at the time. The angel said I was to be with child and give birth to a son and was to give him the name Jesus. I could only wonder what Joseph and others might think.

Still . . . in the end, any possible thought of "I can't" became "I can, I will, and I did!"

"Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; He will never leave you nor forsake you.
– Deuteronomy 31:6

Ask Can you just imagine being those Bible characters and to think there are people today, even among our teaching team, who answer God in similar ways?

- ***Who was the source of the I CAN, I WILL, AND I DID For David, Esther, Noah, Mary, Job, and the others?***

Of course God was the source of courage! And to think they faced self-doubt, a lack of confidence, and feelings of inadequacy. STILL, they answered God's call and fulfilled His ambitious plans to make a difference in the lives of others even at a personal sacrifice.

LET US PRAY

Transition to Small Group

SMALL GROUP

Say You heard stories about Bible characters who all had something in common. Each of them demonstrated a courageous heart. God was their source of courage.

Ask **What about us? How can we gain confidence to move forward with God's ambitious plans? How do we show godly courage?**

Teacher Tip

Have students reference Deuteronomy 31:6 on p. 13 in their **Call to** ACTION **Workbooks.**

Say Let's start by defining godly courage. Turn in your **Call to** ACTION **Workbooks** to page 13. Let's read Deuteronomy 31:6 together.

Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you.
Deuteronomy 31:6

Teacher Tip

Have students reference Deuteronomy 31:6 on p. 13 in their **Call to ACTION Workbooks.**

Have students complete the fill-in-the-banks. The missing words are printed in **bold**. (See the copy of page 13 from the student workbook below.)

The bullet points are written in the student workbooks. The words in **bold** are the ones missing for students to fill-in-the-blanks.

Ask

What is godly courage?

Say

Our definition of godly courage will help you understand how to serve with a godly courageous heart. Remember how Moses felt when God asked him to lead the Israelites out of Egypt? Moses did not feel courageous. But God was with him. Look again at Deuteronomy 31:7. Now Moses is telling Joshua to be strong and courageous. I am starting to see a pattern. We can learn from this. God instructs us to -

BE **strong**	for the Lord your God goes
BE **courageous**	with you. He will NEVER
DO NOT BE afraid	**leave you.**

Say

Our definition and meaning of godly courage will help you understand how to serve with a godly courageous heart.

- ***Godly courage is the decision to move into worrisome and fearful situations with confidence that comes from knowing God is my protector and comforter.***

Say

The fact is that God is the same yesterday, today, and tomorrow – and you have the same God; the same TRUE source of godly courage.

The more you remind yourself that God will NEVER leave you or forsake you, the more likely you can be and will be strong and courageous. The more you know God is your protector and comforter, the more you can and will move into worrisome and fearful situations.

Ask

What are examples of godly courage today?

A godly courageous person is one who:

- Sets **ambitious** goals.
- Resists **ungodly** temptation.
- Resists **negative** peer pressure.
- Resists self-**doubt**, a lack of **confidence**, and feelings of **inadequacy**.
- Fights against the **mistreatment** of others.
- Makes himself/herself **available** to meeting the needs of **others**.

COURAGE

LESSON 4

Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you.
Deuteronomy 31:6

BE _____	for the Lord your God goes
BE _____	with you. He will NEVER
DO NOT BE afraid	_____

A godly courageous person is one who:

- Sets _____ goals
- Resists _____ temptation
- Resists _____ peer pressure
- Resists self-_____, a lack of _____, and feelings of _____.
- Fights against the _____ of others
- Makes himself _____ to meeting the needs of _____.

13

Lesson 4 Take-Aways

What will you **START** doing to help you demonstrate a courageous heart?

What will you **STOP** doing that prevents you from demonstrating a courageous heart?

What will you **KEEP** doing?

Face Fear Fearlessly

DREAMER'S CREED

I'll **go** where I'm scared to go.
I'll **face** what I'm scared to face.
I'll **say** what I'm scared to say.
To **live** the dream God has for me.

14

Say

Of course, there are **barriers** or negative thoughts that interfere with serving with godly courageous hearts. Those include:

- Lack of confidence
- Self-doubt
- Fear and worry
- Lack of recognizing and accepting God's presence
- Feeling overwhelmed

It is NEVER a good idea to underestimate the barriers that interfere with the development of your godly courageous heart. The good news is that God is the true source of all good things in your life. You can rely on Him. God will not leave you under any circumstance, especially those that cause fear and worry.

Say

Just as we discussed **benefits** for developing a grateful heart, there are benefits for developing a godly courageous heart. GODLY COURAGE:

- Gives you confidence in your decision making.
- Helps you reduce and eliminate self-doubt.
- Gives you the strength to say NO to ungodly peer pressure and ungodly temptation.
- Gives you a sense of peace when facing fearful challenges.
- Gives you an increased likelihood of success.

Teacher Tip

Have students answer the Take-Away Questions on page 14 in their **Call to ACTION Workbooks.**

Ask

Turn to page 14 in your workbooks. Let's answer the Take-Away questions from Lesson 4.

Take-Away Questions:

- What will you **start** doing to help you demonstrate a godly courageous heart?
- What will you **stop** doing that prevents you from demonstrating a godly courageous heart?
- What will you **keep** doing?

LESSON 4 TAKE-AWAY

God equips us with courage and confidence to move forward with His ambitious plans.

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say

WOW! A highlight of the day is always listening to your small group talking points and takeaways.

Say

As you become a person with a courageous heart, you will see yourself as a person who:

- ***Resists playing it safe when asked to take risks.***
- ***Applies the following* Dreamer's Creed.**

I'll **go** where I'm scared to go.
I'll **face** what I'm scared to face.
I'll **say** what I'm scared to say.
To **live** the dream God has for me.

Teacher Tip

Transition to Lesson 5 – Serving with a Godly Diligent Heart

LET US PRAY

Teacher Notes

STOP

Lesson 5

DILIGENCE: SERVING WITH A DILIGENT HEART

LESSON AIM

To help youth learn to move forward with God's ambitious plans even when difficult.

OBJECTIVES – Youth will:

- Explain the meaning of godly diligence by comparing it to laziness.
- Describe examples of godly diligence.
- Describe barriers to godly diligence.
- Describe benefits to being diligent.
- Construct an action plan to practice godly diligence.

SUPPLIES

Markers, pens, chart tablet,
Call to ACTION Workbook

Definition

Godly diligence is being consistent each day to plan and execute with Biblical wisdom and hard work.

WHOLE GROUP INTRODUCTION

Say I was once your age sitting in meetings like this with all sorts of competing thoughts. The following are examples of competing thoughts:

- I wonder what my friends are doing who are not here at the Academy.
- I sure could be resting at the Children's Home or in the dorm.
- I could be catching up on my school work.
- I'm sure upset about what my friend said about me.
- I'm sure upset with the way my friends have not included me.
- I'm sure upset with the mistake I recently made.

We encourage you to eliminate those competing thoughts during our focus on the next quality – godly diligence. Let's pray.

LET US PRAY

LESSON 4 REVIEW

Start Lesson 5 with a review of SERVING WITH A GODLY COURAGEOUS HEART.

Lets Share

Choose two or three volunteers to briefly share their Take-Aways from Lesson 4.

LESSON PREPARATION

Say There is no question that serving courageously requires godly courage. We are glad you are wasting no time practicing the use of godly courageous hearts. It sure helps to know that God is the true source of all that is good in our lives and that He is present in all circumstances.

Say Let's read Colossians 3:23-24 and Ecclesiastes 9:10 to help you know what God says about serving with a godly diligent heart.

Bible Verses

"Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving."
– Colossians 3:23-24

"Whatever your hand finds to do, do it with all your might . . ."
– Ecclesiastes 9:10

In both verses, God is pointing you to work in a particular way – HARD. Diligence is another word for working hard. In Ephesians 2:10, we know you were created to do good works. In Colossians and Ecclesiastes, you are encouraged to work hard.

The good news about godly diligence is that you don't work hard alone. God is present in all circumstances which explains our strong sense of godly gratefulness.

Transition to Small Group

SMALL GROUP

Say What does it mean to "*work with all your might?*" The **"with all your might"** attitude means you go above and beyond what is expected. Let's read Ecclesiastes 9:10 together. Turn to page 15 in your **Call to** ACTION **Workbooks**.

Teacher Tip

Have students reference Ecclesiastes 9:10 on p. 15 in their **Call to** ACTION **Workbooks.**

Read together.

"Whatever your hand finds to do, do it with all your might."
– Ecclesiastes 9:10

Say In Lesson 4, you learned about 10 Bible characters who served with godly courageous hearts. Did you notice how they also served "*with all their might!*" They were diligent. Let me remind you of the story about Noah.

Noah was a very old man when God asked him to build an ark large enough for his family and two of every kind of animal. Before the flood, it had never rained enough to need a big boat like this, so Noah was laughed at and ridiculed by neighbors. They thought he was crazy. It took Noah over 50 years to build the ark, working hard to carry out God's plans. Noah didn't allow himself to get discouraged. This is an example of a "*with all your might*" attitude. This is the attitude of godly diligence.

Ask

What is godly diligence?

Say

Our definition and meaning of godly diligence will help you understand how to serve with a godly diligent heart.

- ***Godly diligence is being consistent each day to plan and execute with Biblical wisdom and hard work.***

Teacher Tip

Have students turn to page 15 in their **Call to** ACTION **Workbooks.**

The bullet points are written in the student workbooks. The words in **bold** are the ones missing for students to fill-in-the-blanks.

Say

In your workbook, there is a picture of Noah standing by the ark. He is speaking to God. What is he saying?

"Lord, I will serve You with a diligent heart."

There are many Noah's in the Bible and among the Teaching Team. It's always important to pay attention to the Noah's in the world in order to pay attention to their examples. In fact, the following examples can help you demonstrate godly diligence in your daily lives.

A godly diligent person is one who:

- **Never** gives up.
- Does work to the **best** of his ability.
- **Serves** faithfully.
- Remains **alert** to the needs of others.
- Makes himself/herself **available** to meet the needs of others.
- Pursues **giving** unto others.

DILIGENCE

LESSON 5

"Whatever you find to do with your hands, do it with all your might."
– Ecclesiastes 9:10

Lord, I will serve You with a diligent heart.

A Godly diligent person is one who:

- _____ gives up
- Does work to the _____ of his ability
- _____ faithfully
- Remains _____ to the needs of others
- Makes himself/herself _____ to meet The needs of others
- Pursues _____ unto others

15

Teacher Tip

Class discussion. Have students share some examples.

Ask

Of course, there are other examples. What are some examples that come to your mind?

Say

The reason for working with ALL your heart and might is to maximize your success for fulfilling God's ambitious plans to serve and to give unto others. Remember, the enemy is on the prowl like that roaring lion described in 1 Peter 5:8. While God has dominion over the enemies to distract you from godly diligence, God does warn you.

Bible Verse

"Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour.
– 1 Peter 5:8

Say There are several **barriers** that interfere with your godly diligent acts. A person ruled by barriers is a person who:

- Acts lazy.
- Works hard with selfish motives.
- Works hard with no reliance on God's guidance and counsel.
- Lacks an alertness to the needs of others.
- Lacks the desire to make himself/herself available to meet the needs of others.
- Lacks the courage to sustain an effort to fulfill a godly ambitious plan.

Teacher Tip

Class discussion.
Have students share some examples.

Ask **What are barriers in your life that interfere with you demonstrating godly diligence?**

Say Rest assured, God will not leave you under any circumstances, especially ones that cause laziness, a weakened work ethic, or a hard work ethic with no regard for God's guidance and counsel.

Just as we discussed benefits for developing godly grateful and godly courageous hearts, there are also **benefits** for developing a godly diligent heart. A godly diligent person:

- Finds more favor with God.
- Is rewarded by God.
- Reaches a higher level of success.
- Gets more opportunities to serve and give unto others.

Teacher Tip

Have students turn to page 16 in their **Call to** ACTION **Workbooks.**

The bullet points are written in the student workbooks. Have the students write the word "**I**" at the beginning of each sentence.

Say Turn to page 16 in your workbooks. Let's answer the question at the top of the page.

If you were a godly diligent person, how would you benefit?

- **I** would find favor with God.
- **I** would be rewarded by God.
- **I** would reach a higher level of success.
- **I** would get more opportunities to serve and give unto others.

DILIGENCE

LESSON 5

If you were a godly diligent person, how would you benefit?

- ___ would find favor with God.
- ___ would be rewarded by God.
- ___ would reach a higher level of success.
- ___ would get more opportunities to serve and give unto others.

Lesson 5 Take-Aways

What will you START doing to help you demonstrate a diligent heart?

What will you STOP doing that prevents you from demonstrating a diligent heart?

What will you KEEP doing? _____

16

Say **Godly benefits can be found in many Scriptures:**

"Whatever your hand finds to do, do it with all your might."
– Ecclesiastes 9:10

"There is a promise that diligence brings an increase in profit and satisfaction."
– Proverbs 10:4; 13:4; 21:5

"There is a presence that diligent hands will rule."
– Proverbs 12:24; 22:29

Teacher Tip

Have students answer the Take-Away Questions on page 14 in their **Call to ACTION Workbooks.**

Ask Turn to page 16 in your workbooks. Let's answer the Take-Away questions from Lesson 5.

Take-Away Questions:

- What will you **START** doing to help you demonstrate a godly diligent heart?
- What will you **STOP** doing that prevents you from demonstrating a godly diligent heart?
- What will you **KEEP** doing?

LESSON 5 TAKE-AWAY

I will practice godly diligence by working each day to execute God's plan.

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say Those were some special Take-Aways. Your small group work continues to impress. You have a head start on demonstrating godly diligence.

As you become a person with a diligent heart, you will see yourself as a person who:

- ***Demonstrates a very good work ethic.***
- ***Increases the likelihood for fulfilling God's ambitious plans.***

Teacher Tip

Transition to Lesson 6 – SERVING WITH A GODLY PERSISTENT HEART.

LET US PRAY

STOP

Teacher Notes

Lesson 6

PERSISTENCE: SERVING WITH A PERSISTENT HEART

LESSON AIM

To help youth learn to stick with God's ambitious plans even when circumstances get harder.

OBJECTIVES – Youth will:

- Explain the meaning of godly persistence by comparing it to quitting.
- Explain the difference between diligence and persistence.
- Describe examples of godly persistence.
- Describe barriers to godly persistence.
- Describe benefits to godly persistence.
- Construct an action plan to practice godly persistence.

SUPPLIES

Markers, pens, chart tablet,
Call to ACTION Workbook

Definition

Godly persistence is sticking with ambitious plans God has given me even when things get hard.

WHOLE GROUP INTRODUCTION

Say (Think about) ***Is it easier to quit trying or to keep trying?***

Close your eyes and raise your hand to answer the following two questions. If you are uncomfortable closing your eyes in a large group, leave them open, but don't look around.

1. Who thinks it's easier to **quit** when faced with a very difficult challenge, especially when feeling weary or tired of trying?
2. Who thinks it's easier to **keep trying** when faced with a challenge, especially when feeling weary or tired of trying?

The easiest route is often to quit. That explains why we have included the study of godly persistence as an important quality for helping you fulfill God's ambitious plan. But first, you must try to be very diligent to learn more about developing a godly persistent heart. You can do it. Let's pray for that persistence.

LET US PRAY

LESSON 5 REVIEW

Start Lesson 6 with a review of SERVNG WITH A GODLY DILIGENT HEART.

Choose volunteers to briefly share their Take-Aways from Lesson 5.

LESSON PRESENTATION

Say God makes it very clear that ALL of you will face difficulties. Many have already faced severe difficulties. Therefore, the next lesson, godly persistence, is an essential quality for continuing hard work when asked to fulfill God's ambitious plans.

Say

Let's read Galatians 6:9.

"Let us not beecome weary in doing good, for at the proper time we will reap a harvest, if we do not give up."

– Galatians 6:9

Bible Verse

The good news is that you will reap the benefits of godly persistence and that God reassures that He will not let you grow weary without His help.

GODLY WITNESS:

In just a moment, we will break into small groups. But first, let me share this **true** story about a young boy who had grown weary.

Teacher Tip

Share this **true story** about a young boy who had grown **weary**. After the story, ask youth questions in preparation for Lesson 6 – Godly persistence.

.

I heard the cries from a distance. It was not until I rounded the corner on the playground that I saw Bret sitting alone. His hands cupped around his chin; Bret was tightly clinging to his body. "Bret," I whispered. As he gazed upward, I could see his face wet with tears and his eyes filled with hurt. As I placed my arms around him, he fell against my side as if to draw strength from my presence.

As Bret's cries began to go away, he sadly spoke. "I'm not an "**I CAN**" kid. You see "everyone" at school emphasized the importance of making ONLY A's and B's. Bret cried, "I can't make just A's and B's. I don't even make any A's and B's. They sing a song ALL the time, "Give me an A. Give me a B. We don't want to make a C or D. If we work hard and we don't play, we will make a B or an A." Bret pleaded, "What's wrong with me? I work hard and I don't play and still I don't make a B or an A."

Ask

- ***Have you ever felt like Bret?***
- ***Have you ever just wanted to give up, give in, and give way to defeat, disappointment, and discouragement?***
- ***Have you ever just wanted to say, "I quit."***

"Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up."
– Galatians 6:9

Bible Verse

Say If you HAVE felt like Bret, the good news is what God says in Galatians 6:9

Transition to Small Group

SMALL GROUP

Say In the last lesson, we talked about godly diligence – working hard with all your might. Godly persistence is about continuing the hard work, even under difficult circumstances.

Godly persistence is sticking with ambitious plans God has given you even when things get hard.

When we were in whole group, we read Galatians 6:9. Let's go back and look at the Scripture again.

This verse calls you to remain persistent even when you want to give up.

"let us not grow weary of doing good"

"do not give up"

"there will be benefits"

The point is for you to know that godly persistence will help you continue. When you are weary or tired, remember:

- **God is the true source of all that is good in our lives.**
- **God is present in all of our circumstances – both good and bad.**

A wonderful way to make clear the meaning of godly persistence is to hear stories – stories about the "Brets" in our lives. Stories about some of our Teaching Team. Stories about you.

Teacher Tip

Refer back to the story about Bret. Use this time for interaction. Listen to the students' individual comments.

Say Knowing the meaning of godly persistence is one thing, but hearing personal stories about godly persistence adds clarity. Think back on the story about Bret.

- What did you think about Bret's story?
- Have you felt like Bret before? When?
- What were your thoughts?
- What were you saying to yourself?
- How did you overcome your weariness?
- What were the benefits to your persistence?

Say There are many ways to learn about godly persistence. It is a big help to be alert to examples of people who demonstrate godly persistence. Turn to page 17 in your **Call to** ACTION **Workbooks** so you can follow along as I describe a godly persistent person.

Teacher Tip

The bullet points are written on page 17 of the **Call to** ACTION **Workbooks**. The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

Ask **How would you describe a person with a godly persistent heart?**

A godly persistent person is one who:

- Continues to take steps **forward** in the midst of difficulty no matter how big or small.
- Resists letting disappointments, discouragement, and fear interfere with **forward** progress.
- Has his/her eyes fixed on a godly **goal** that he/she so valued that no circumstance could turn him/her away.
- Continues to demonstrate **hard work** even when persistent **prayer** for relief or **success** doesn't come quickly enough.

PERSISTENCE

LESSON 6

A godly persistent person is one who:

- continues to take steps _____ in the midst of difficulty no matter how big or small.
- resists letting disappoints, discouragement, and fear interfere with _____ progress
- has his/her eyes fixed on a godly _____ that he/she so valued that no circumstance could turn him/her away
- continues to demonstrate _____ _____ even when persistent _____ for relief or _____ doesn't come quickly enough

➢ **I WILL PERSIST** "because" God is my true source of strength, hope, and success. He will help me overcome my weariness.
➢ **I WILL PERSIST** "because" God is PRESENT in all circumstances – the good and the bad. He will help me in my efforts no matter how long the effort and how difficult the circumstance.

17

Ask **As you were writing the words in your workbook, did you notice anything familiar?**

Circle the words. Now look at them again. They are:

forward
forward
goal
hard work
prayer
success

Teacher Tip

Students continue to reference page 17 in their **Call to** ACTION **Workbooks.** The sentences that begin with **I WILL PERSIST** are printed for them to read along.

Those words challenge you to **press on** – **do not quit** – **persist**. With hard work and prayer, you will succeed.

Challenge yourself by reading the next two lines with me:

➢ **I WILL PERSIST** "because" God is my true source of strength, hope, and success. He will help me overcome my weariness.
➢ **I WILL PERSIST** "because" God is PRESENT in all circumstances – the good and the bad. He will help me in my efforts no matter how long the effort and how difficult the circumstance.

Say As mentioned in Lesson 5, the reason for working with ALL your heart and might is to maximize your success for fulfilling God's ambitious plans to serve and to give unto others. Yet, you still need to look out for the **barriers**.

Teacher Tip

The bullet points are written on page 18 of the **Call to** ACTION **Workbooks**. The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

Say **There are many barriers to watch out for during the course of a day.**

A person ruled by the barriers is a person who:

- Gives up, gives in, and gives way to **wearinessss**.
- Relies on **self** for strength and the ability to continue.
- Ignores God and God's resources to help us overcome our **weariness**.
- Ignores being God's resource to help others in their **weariness**.

Say A final barrier that represents the next step involves something very often overlooked – TRAINING. You need to exercise and practice training steps called **The Follower's Steps**. Look on page 18 of your **Call to** ACTION **Workbooks.** You will notice a person climbing steps. This is symbolic of the training steps you must exercise and practice in order to develop the skills to help you fulfill God's ambitious plans successfully. There is not enough time to teach all of them, but let's read the first 5 training steps together.

Teacher Tip

Students reference the person climbing steps on page 18 in their **Call to** ACTION **Workbooks.**

Say Your Leadership Team will provide time during the next many weeks to help you develop the above skills – skills that will help you fulfill God's ambitious plans successfully.

"Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up."
– Galatians 6:9

Bible Verse

Say God makes it perfectly clear in Galatians 6:9 – There are benefits to following **The Follower's Steps**.

PERSISTENCE

LESSON 6

A person ruled by the barriers is a person who:

- gives up, gives in, and gives way to _____
- relies on _____ for strength and the ability to sustain effort
- ignores God and God's resources to help us overcome our _____
- ignores being God's resource to help others in their _____

The Follower's Steps

18

Teacher Tip

The bullet points are written on page 19 of the **Call to** ACTION **Workbooks**. The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

Also, the Take-Away questions are on page 19.

Say

A godly persistent person:

- **Endures hardship** and perseveres in difficult times.
- **Builds** godly **character**
- Does **not give up** when faced with difficulties.
- **Fulfills** God's ambitious **plans** within his family, school, and community.

Of course, there are far more benefits, but those identified will help you fulfill God's ambitious plans to have the persistence to make differences in the lives of others, especially under more extreme difficulties.

PERSISTENCE

LESSON 6

A godly persistent person:

- _____ _____ and perseveres in difficult times
- _____ godly character
- does _____ _____ _____ when faced with difficulties
- _____ God's ambitious _____ within his family, school, and community

Lesson 6 Take-Aways

What will you **START** doing to help you demonstrate a persistent heart?

_____

_____

What will you **STOP** doing that prevents you from demonstrating a persistent heart?

_____

_____

What will you **KEEP** doing?

_____

_____

19

LESSON 6 TAKE-AWAY

I will stick with God's ambitious plans even when the work gets hard.

Ask Turn to page 19 in your workbooks. Let's answer the Take-Away questions from Lesson 6.

Take-Away Questions:

- What will you **START** doing to help you demonstrate a persistent heart?
- What will you **STOP** doing that prevents you from demonstrating a persistent heart?
- What will you **KEEP** doing?

Say It's time to return to Whole Group, but first let's share our Lesson 6 Take-Aways. Answer the questions on page 19 in your **Call to ACTION Workbooks**.

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say There is no question that you have been very diligent in your small group efforts. Now you have added to your hard work the godly persistence that helps you continue the hard work.

As you become a person with a persistent heart, you will see yourself as a person who:

- ***Continues to work hard even when weary.***
- ***Sustains a very good work ethic.***
- ***Resists quitting even when you are weary.***

Just as you have a Dreamer's Creed for developing a courageous heart, there is also a Dreamer's Prayer for developing a persistent heart. We recommend you use the Dreamer's Prayer daily, especially when you are weary from facing difficulties.

DREAMER'S PRAYER

I have a dream God. In my dream, all of us who face life's difficulties move mountains with motivation; taste defeat without quitting; replace thoughts of I CAN'T with I CAN; utilize You and Your resources for help; and take more risks because of Your care.

Teacher Tip

Transition to Lesson 7 – SERVING WITH A GODLY LOVING HEART.

Teacher Notes

Teacher Notes

Lesson 7

LOVE: SERVING WITH A LOVING HEART

LESSON AIM

To help youth recognize love is a quality expressed when fulfilling God's ambitious plans.

OBJECTIVES – Youth will:

- Explain the meaning of godly love by comparing godly love to indifference.
- Describe examples of godly love.
- Describe barriers to godly love.
- Describe benefits to godly love.
- Construct an action plan to practice godly love.

SUPPLIES

Markers, pens, chart tablet,
Call to ACTION Workbook

Definition

Godly love is responding to others with words and deeds that encourage and, at times, show sacrifice.

WHOLE GROUP INTRODUCTION

Say Lesson 7 is a bit challenging. It's about serving with a godly loving heart. Do you ever wonder . . .

- ***"What does a godly loving heart look like?"***
- ***"What does it sound like?"***
- ***"Are there expressions of love that are godly and expressions that are ungodly?"***

People from all over the world express love differently. In a moment, we will share three true stories that demonstrate godly loving hearts. Lesson 7 tries to clarify what it means for you to have a godly loving heart. If you have a desire to practice godly love, and to develop a godly loving heart, then you are at the right place at the right time.

LET US PRAY

LESSON 6 REVIEW

Start Lesson 7 with a review of SERVING WITH A GODLY PERSISTENT HEART.

Choose two or three volunteers to briefly share their Take-Aways from Lesson 6.

LESSON PRESENTATION

Say You have shown grateful hearts during our Leadership Academy. You have been courageous, diligent, and persistent in your efforts. Now, we will be talking about the most important quality – LOVE. You are encouraged to love God, love your neighbor, and love yourself. In all cases, you are to love as God loves.

Say Let's read 1 Corinthians 16:14.

"Do everything in love."
– 1 Corinthians 16:14

Bible Verse

As you can see, God asks that you do EVERYTHING in love. **Everything** means anywhere, anytime, and with anyone. The following three stories represent God's love.

Teacher Tip

Share the three stories focusing on God's love. After each story, say the following chant.

I CAN!
I WILL!
AND I DID!
ONLY WITH A GODLY GRATEFUL AND GODLY LOVING HEART.

STORY #1

Just the day before the kids went to Mt. Elgon, a mission team member from the states gave to one of our kids, Sylvia, a beautiful and valuable bracelet. Sylvia loved the bracelet. She felt a strong sense of gratefulness for what she received. She wasted no time to place the bracelet around her wrist and showed it off to her friends. The next day, the kids went to Mt. Elgon with many boxes of food supplies and school supplies for kids who were considered the least of those in their minds. They went on a mission to fulfill God's ambitious plan for them to make a difference. Jimmy said that they traveled with a sense of purpose. They traveled equipped with grateful hearts and loving hearts determined to share messages of hope and encouraging words. During the celebratory time they handed out food and school supplies, Sylvia's heart was captured by the expressions of a little girl; a little girl dressed in soiled clothes and one who showed expressions of sadness on her face. "For I receive, I am grateful. I give because I am grateful." There was no doubt Sylvia was grateful to the team member from the states and of course, grateful to the TRUE source of ALL good things – God. "And I give because I am grateful." In the midst of the exchange between Sylvia and the little girl, Sylvia removed her beautiful bracelet and placed it around the little girl's wrist. Sylvia gave because of a grateful heart. The tears were not sad tears from giving something up. They were tears of joy for giving something away.

I CAN! I WILL! AND I DID!
ONLY WITH A GODLY GRATEFUL AND GODLY LOVING HEART.

Teacher Tip

Share the three stories focusing on God's love. After each story, say the following chant.

I CAN!
I WILL!
AND I DID!
ONLY WITH A GODLY GRATEFUL AND GODLY LOVING HEART.

STORY #2

During this very same time of the year, there was a campaign in the states (Conway, Arkansas) to raise money for the kids from the Kipsongo slum who lived at the Seeds Children's Home in Kitale, Kenya. The kids in the states had seen pictures of kids from the Kipsongo slum. They felt grateful for all they had that the kids from Kipsongo didn't have. They asked, "What can we do to help?" They decided to raise monies for a greenhouse. The kids from the states were told, "It will take diligence and persistence." In the midst of this effort to raise thousands of dollars for the construction of a greenhouse, a little girl came to one of the members of the fundraising leadership team holding a jar with 40 cents, which would be about 40 shillings. Grateful for what she had, the little girl said with a big smile, "I brought my college savings for the kids from Kipsongo." Of course, this kid didn't realize that a college education in the states cost tens of thousands of dollars. In her mind, it cost 40 cents and she was willing to give it all up. The leadership team member asked, "Are you sure you want to give up all your college savings?" The little girl, a first-grader, replied confidently, "I have many years to save more."

I CAN! I WILL! AND I DID!
ONLY WITH A GODLY GRATEFUL AND GODLY LOVING HEART.

STORY #3

The final story is one many of us know. It is a story about a man who came to earth to seek, to save, and to serve. He humbled himself and became obedient to the point of death, even death on the cross. *During Jesus' lifetime, he was treated by the Romans with cruelty and unfairly. They whipped him, made him wear a thorny crown, and pierced him in the side. And as you know, they crucified him. Still, Jesus was grateful; grateful to God the Father. In his gratefulness, Jesus gave. He gave his life for our salvation.*

I CAN! I WILL! AND I DID!
ONLY WITH A GODLY GRATEFUL AND GODLY LOVING HEART.

Transition to Small Group

Say There is so much to say about the three stories, but we resist. We will transition to small groups to give you enough time to compare thoughts about these three stories.

SMALL GROUP

Say Like the other verses representing grateful, courageous, diligent, and p ersistent hearts, 1 Corinthians 16:14 focuses on serving with a loving heart.

"Do everything in love."
– 1 Corinthians 16:14

Bible Verse

Say Let's compare our thoughts about the three love stories shared during Whole Group.

Ask

- **How did Jesus, the girl from Kitale, and the little girl from the states show love?**
- **How can you show a godly loving heart?**

Teacher Tip

The bullet points are written on page 20 of the **Call to** ACTION **Workbooks**. The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

Say As you can see, love is expressed in a variety of circumstances. Yet in all cases, godly love is demonstrated in similar ways.

A person who shows godly love is one who:

- **L O V E S** unconditionally.
- **L O V E S** with compassion, caring, and concern for others.
- **L O V E S** sacrificially.
- **L O V E S** as a way of life.

Say The examples of serving with a godly loving heart are perfectly aligned with the following definition of godly love:

- ***Godly love is responding to others with words and deeds that encourage, and at times show sacrifice on your part.***

Say In each story, there was sacrifice. While there are many passages in the Bible that give you God's definition of love, the most well-known verse is John 3:16 -

"For God so loved the world that He gave His one and only Son, that whoever believes in him shall not perish but have eternal life."
– John 3:16

Jesus replied, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself."

– Matthew 22:37-39

Say

You see, there are two things of most importance:

- **In love, God the Father sacrificed His son. (John 3:16)**
- **In love, Jesus Christ sacrificed His life for others. (John 3:16)**

Say

To help you remember this important verse, there is a Word Search in your **Call to ACTION Workbooks.**

Say

One very important way God defines love is in the act of GIVING. What does a person with a godly loving heart DO?

<u>A person with a godly loving heart is one who has several foundational relationships</u>:

A relationship with **GOD**

A relationship with **OTHERS**

A relationship with **SELF**

Teacher Tip

The picture of the triangle and chart are on page 21 of the **Call to ACTION Workbooks**.

In your relationship with GOD	In your relationship with OTHERS	In your relationship with SELF
A godly loving person glorifies God by expressing gratefulness ♥for being a true source of all good things ♥for His presence in all circumstances, and ♥by serving and giving unto others.	A godly loving person is one who ♥loves unconditionally, ♥is alert to the needs of others, and ♥makes himself/herself available to meet the needs of others.	A godly loving person is one who recognizes ♥your worthiness and dignity uniquely made as masterpieces and ♥your potential to help fulfill God's ambitious plans.

Say

As mentioned in previous lessons, you continue to be told to anticipate and recognize **barriers** that interfere with your expressions of godly love. A person ruled by barriers that interfere with godly love is a person who:

- Demonstrates an indifference in their relationship and communication with God.
- Demonstrates an indifference in paying attention to one's personal care.
- Demonstrates an indifference to recognizing the needs of others.
- Demonstrates an indifference to making himself available to meet the needs of others.

As you know, in 1 Corinthians 16:14, you are called to do ALL your work in love. **While you are not asked to love for reward, God does suggest rewards for your expressions of godly love.** The benefits include the following:

Teacher Tip

Ask youth "How are you rewarded for your expressions of godly love?"

The bullet points are written on page 22 of the **Call to** ACTION **Workbooks**. The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

J e s u s
O t h e r s
Y o u

Bible Verse

- Godly love **strengthens** your relationship with God.
- Godly love develops a **healthier** self.
- Godly love makes you more **alert** to the needs of others.
- Godly love **teaches** you to **love** people unconditionally.
- Godly love **teaches** you to **give** unto others.
- Godly love gives you **joy**.

LOVE

LESSON 7

A person with a Godly heart is one who has several foundational relationships:

GOD	OTHERS	SELF
A godly loving person glorifies God by expressing gratefulness ♥for being a true source of all good things ♥for His presence in all circumstances, and ♥by serving and giving unto others.	A godly loving person is one who ♥loves unconditionally, ♥is alert to the needs of others, and ♥makes himself/herself available to meet the needs of others.	A godly loving person is one who recognizes ♥your worthiness and dignity uniquely made as masterpieces and ♥your potential to help fulfill God's ambitious plans.

21

LOVE

LESSON 7

- Godly love _____ your relationship with God.
- Godly love develops a _____ self.
- Godly love makes you more _____ to the needs of others.
- Godly love _____ you to _____ people unconditionally.
- Godly love _____ you to _____ unto others.
- Godly love gives you _____.

22

Teacher Tip

Use a chart to demonstrate how students can think about these questions.

Say It's time to return to Whole Group, but first let's share our Lesson 7 Take-Aways. Answer the questions on page 23 in your **Call to** ACTION **Workbooks**.

- What will you **START** doing to demonstrate a godly loving heart?
- What will you **STOP** doing that prevents you from demonstrating a godly loving heart?
- What will you **KEEP** doing?

Lesson 7 Take-Aways

What can I **START** doing to demonstrate a godly loving heart

To ***God***? _____

_____

To ***Others***? _____

_____

To ***Myself***? _____

_____

What can I **STOP** doing that prevents me from demonstrating a godly loving heart . . .?

To ***God***? _____

_____

To ***Others***? _____

_____

To ***Myself***? _____

_____

What can I **KEEP** doing . . .?

To ***God***? _____

_____

To ***Others***? _____

_____

To ***Myself***? _____

_____ 23

LESSON 7 TAKE-AWAY

I will show others love through words and deeds that encourage, even when it is hard to do.

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Say You have now been equipped with all five godly qualities that will help you fulfill God's ambitious plan. After the break, you will be introduced to the most exciting opportunity. You will be asked to say YES to God's plan.

As you become a person with a loving heart, you will see yourself as a person who:

- ***Loves as God loves.***

Teacher Tip

Transition to Lesson 8 – SAYING "YES" TO GOD'S CALL.

LET US PRAY

Teacher Notes

Lesson 8

SAYING "YES" TO GOD'S CALL

LESSON AIM

To help youth say YES to God's call to serve Him and to know that in our weakness, we shall receive the power of Christ to serve others.

OBJECTIVES – Youth will:

- Say YES to Jesus, our Lord and Savior,
- Say YES to the Holy Spirit as helper,
- Identify and explain God's ambitious plans for them,
- Identify and explain ways for them to fulfill God's ambitious plans, and
- Identify and explain how God can lead them to fulfill His ambitious plans

SUPPLIES

Markers, pens, chart tablet,
6 heavy stones (big enough to write on),
Call to ACTION Workbook

WHOLE GROUP INTRODUCTION

Ask

How would you complete the following sentences?

Teacher Tip

This assignment will be completed later – during Small Group.

The sentences are printed on page 24 of the **Call to ACTION Workbooks**.

The words printed in **bold** are the ones missing for students to fill-in-the-blanks.

1. My salvation requires me to accept **Jesus** as my Lord and Savior.
2. God saved me because **He loves me**.
3. God loves me so that I might **glorify** Him.
4. I glorify God by my expressions of **love** shown to others.
5. I am most like Jesus when I **serve**.
6. When I receive Jesus as Lord and Savior, I receive the **Holy Spirit**.
7. God says that I am a **Masterpiece** created to do good works.
8. God has a plan for me; a plan that is **ambitious**.
9. God has equipped me to serve Him with a **grateful, courageous, diligent, persistent,** and **loving** heart.
10. God is our **true source** of all good things and present in all circumstances.
11. We have been given godly **eyes** and **ears** to be alert to the needs of others.
12. We have been given godly **hands, feet** and a **mouth** to make ourselves available to meeting the needs of others.
13. I am **grateful** for what I have received and I will **give** because I am **grateful**.
14. God promises to help me face my doubts, a lack of confidence, feelings of inadequacy, and fear with a godly **courageous** heart.
15. God asks me to work with a godly diligent heart with ALL my **heart** and with ALL my **might**.
16. Don't give up, give in, or give way to weariness. God encourages me to sustain my godly **diligence** with godly **persistence**.
17. Godly love is an expression of my love to **God**, to **myself** and to **others**.

Say To say "YES" to God is to know God. The answers to the above fill-in-the-blanks represent what you know about God. You will be asked to compare thoughts and complete the fill-in-the-blank answers later during small group.

Start Lesson 8 with a review of SERVING WITH A GODLY LOVING HEART.

Lets Share

Choose two or three volunteers to briefly share their Take-Aways from Lesson 7.

LET US PRAY

LESSON PRESENTATION

Say Sentence number 2 of the 17 in your **Call to** ACTION **Workbooks** asked that you fill in three words.

"God saved me because _____ _____ _____!"

God saved ALL of you because **He loves you**! There are three thoughts about love to keep in mind:

- God the Father, JUST ONE, loved you enough to sacrifice His son, Jesus Christ, for you.
- God the Son, JUST ONE, loved you enough to say "yes" to God the Father and sacrifice His life for you.
- God the Holy Spirit, JUST ONE, loves you enough to dwell/reside/live within you as your helper for a lifetime.

God the Father, God the Son, and God the Holy Spirit, JUST ONE, has done so much for so many. And to think each of you are JUST ONE called to help fulfill God's ambitious plans.

Say Let's read Isaiah 6:8.

Bible Verse

"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!*'"

– Isaiah 6:8

Say You see, the Teaching Team has heard God's call, "Whom shall I send to the Each ONE - Reach ONE Leadership Academy?"

Again, look to your right, look to your left, and all around for just a few seconds. In all seriousness, you are looking at whom God called.

Teacher Tip

Get ready to have a Teacher Team Member share a personal story.

DON'T YOU WONDER . . .

- **Why me Lord?**
- **What will I do?**
- **Where will I go?**
- **When will I go?**
- **Am I prepared?**

Say As mentioned, you will break up into small groups in a few minutes and address those questions. But first, listen to this true story about saying "YES" to God.

LEADER SHARES

Leader shares circumstances that result in heavy burdens. (Rocks could represent a feeling of heaviness – one rock for each circumstance.)

Let me share some thoughts, feelings, and behaviors that represent some very challenging and difficult circumstances in people's lives, their responses to those circumstances, and God's response to them:

- *I feel sick all the time. I must depend on everyone for help. No one needs me. I feel unwanted.*
- *I see people talking with one another. Those people pay no attention to me. I feel all alone and isolated.*
- *There are times when I have very little food to eat and my home gives me very little comfort.*
- *I don't feel safe where I live and I have no way to protect myself during the night from people.*
- *I try very hard in school but I fail to make good grades.*
- *I find it easier to give up than to work hard.*

Say In each of these circumstances, one learns:

- God's grace IS sufficient and, in my weakness, God makes him/her strong. (2 Corinthians 12:9)
- God was and still is the true source of all good things. (James 1:17)
- God was and still is present in all circumstances – good and bad. (Deuteronomy 31:8)
- God used the difficulty to make one stronger. (James 1:2-4; Deuteronomy 31:6)
- God continues to use those circumstances to prepare one to say YES to His ambitious call to glorify Him.

Say Let's break up into small groups for the last time and talk about YOU!

Transition to Small Group

SMALL GROUP

Say

As mentioned in Whole Group, God has done so much for so many. And to think each of you are JUST ONE called to help fulfill God's ambitious plans.

Teacher Tip

There is no reference to the student workbooks. Use this time for discussion.

[If students have their Bibles and time permits, you can allow them to look up the Bible verses.]

- What about you?
- What are the difficulties in your lives?
- What have you learned about God that helped you or can help you overcome those difficulties?

Let me read the following verses that remind us of just some of God's promises.

Psalm 55:22 – God is glad to carry your burdens and give you the daily strength you need.

Matthew 11:28-30 – Jesus will remove your heavy burden of hopelessness and give you true rest in Him.

Isaiah 41:13 – God promises to support and help you through every trial.

Peter 5:6-7 – Just knowing God cares about you can make any load seem lighter.

Isaiah 40:11 – The Good Shepherd will gladly bear you in His gentle arms right now.

Isaiah 41:10 – Through faith God's strength becomes yours, and He reaches out to keep you from falling.

Ask

What are ways you can say "YES" to God's call now?

Say

The fact is that **GOD IS AT WORK**. In John 1:14, God makes it clear that the word became flesh and lived among us. That word is Jesus Christ who lives among us and works for God the Father. This raises a number of questions about WHERE God is at work.

"The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the One and Only, who came from the Father, full of grace and truth."

– John 1:14

Bible Verse

Ask

- **What are examples of God at work among Bible characters?**
- **What are examples of God at work among people today?**
- **What are examples of God at work in you?**
- **What are examples of God at work through you?**

Say As you can see there are MANY opportunities to say "YES" to God's call. An alertness to those examples is most helpful.

Teacher Tip

Students refer to page 24 in their **Call to** ACTION **Workbooks.** Have them repeat those three words:

LISTEN
TRUST
OBEY

- **A godly person alert to God's call and who makes himself/herself available to God's call must:**

Say Now let's read The Great Commission together. Turn in your **Call to** ACTION **Workbooks** to page 24.

Teacher Tip

Have students refer to page 24 in their **Call to** ACTION **Workbooks** and read The Great Commission together.

Saying "YES" to God's Call

LESSON 8

A Godly person **alert** to God's call and who makes himself/herself available to God's call MUST:

Listen, Trust, & OBEY

THE GREAT COMMISSION

Then the eleven disciples went to Galilea, to the mountain where Jesus had told them to go. When they saw Him they worshipped Him; but some doubted. Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Matthew 28:16-20

24

THE GREAT COMMISSION

Then the eleven disciples went to Galilea, to the mountain where Jesus had told them to go. When they saw Him they worshipped Him; but some doubted. Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Matthew 28:16-20

Say As you know, our alertness to God as well as our ability to **listen**, **trust**, and **obey** are challenges, especially in difficult times. There are barriers.

A person ruled by the barriers is a person who:

- Fails to see himself as being a masterpiece created to do good works.
- Fails to recognize his capabilities and potential to fulfill God's ambitious plans.
- Fails to find reasons for being grateful.
- Fails to demonstrate godly courage.
- Fails to demonstrate godly diligence.
- Fails to demonstrate godly persistence.
- Fails to demonstrate godly love.

Say While the barriers can be most difficult, there is always good news. There are the **benefits**.

A person who says "YES" to God's call is one who:

- Finds God's grace is always sufficient.
- Finds God's unconditional love.
- Finds a helper in God the Holy Spirit; a helper who manifests the fruit of the Spirit in their lives.
- Finds his load lightened by God, especially when weary.
- Finds God's promises and reassurances about His presence in all circumstances – both good and bad.

Teacher Tip

Have students refer to page 25 in their **Call to** ACTION **Workbooks**. Students can work with a partner to complete the fill-in-the-blanks.

REMINDER:
The answers to the fill-in-the-blanks are on **page 63** of this Teacher Manual.

Say Now let's revisit the 17 sentences mentioned at the beginning of this lesson. Refer to page 25 of your **Call to** ACTION **Workbooks**. You can work with a partner to complete the fill-in-the-blanks.

Saying "YES" to God's Call

LESSON 8

1. My salvation requires me to accept _____as my Lord and Savior.
2. God saved me because _____ _____ _____.
3. God loves me so that I might _____ Him.
4. I glorify God by my expressions of _____ shown to others.
5. I am most like Jesus when I _____.
6. When I receive Jesus as Lord and Savior, I receive the _____ _____.
7. God says that I am a _____ created to do good works.
8. God has a plan for me; a plan that is _____.
9. God has equipped me to serve Him with a _____, _____, _____, _____, and _____ heart.
10. God is our _____ _____of all good things and present in all circumstances.
11. We have been give godly _____ and _____ to be alert to the needs of others.
12. We have been given godly _____, _____, and a _____ to make ourselves available to meeting the needs of others.
13. I am _____ for what I have received and I will _____ because I am _____.
14. God promises to **help** me face my doubts, a lack of confidence, feelings of inadequacy, and fear with a godly _____ heart.
15. God asks me to work with a godly diligent heart with ALL my _____ and with ALL my _____.
16. Don't give up, give in, or give way to weariness. God encourages me to continue my godly diligence with godly _____.
17. Godly love is an expression of my love to _____, to _____, and to _____.

25

Say

It's time to return to Whole Group, but first let's share our Lesson 8 Take-Aways. Answer the questions on page 26 in your **Call to ACTION Workbooks**.

- What will you **START** doing to help you say "YES" to God's call in your daily lives?
- What will you **STOP** doing that prevents you from saying "YES" to God's call in your daily lives?
- What will you **KEEP** doing to help you say "YES" to God's call in your daily lives?

Lesson 8 Take-Aways

What will you **START** doing to help you say "YES" to God's call in your daily lives?

_____

_____

_____

What will you **STOP** doing that prevents you from saying YES to God's call in your daily lives?

_____

_____

_____

What will you **KEEP** doing to help you say YES to God's call in your daily lives?

_____

_____

_____

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LESSON 8 TAKE-AWAY

The Great Commission

Let's Prepare

WHOLE GROUP REFLECTION

Let's Share

Teacher Tip

Ask graduates to come stand next to the adult who calls him/her. Adult lifts left hand and extends the pointer finger in the air. The graduate links his/her right pointer finger with adults left pointer finger and says, "EACH ONE - REACH ONE." The next graduate comes and joins fingers with the graduate and says, "EACH ONE – REACH ONE." Repeat, forming a circle around the room. Then, ask the teaching team to join the circle one at a time saying, "EACH ONE - REACH ONE. Once EVERYONE is in the circle, EVERYONE shouts "EACH ONE – REACH ONE," several times.

Say

This is the most exciting part of our Each ONE – Reach ONE Leadership Academy. If you say "YES" to God's call, the following will happen:

- *YOU will be commissioned to glorify God with grateful, courageous, diligent, persistent, and loving hearts.*
- *We will call you to come up to stand in a circle as a collective body of Christ.*
- *We will commission you to use your eyes and ears to help you identify those in need in your homes, classrooms, and communities.*
- *We will commission you to use your hands, feet, and mouths to help make yourselves available to meeting the needs of those in your homes, classrooms, and communities.*
- *We will ask that you lock fingers saying one at a time, "EACH ONE REACH ONE!"*
- *We will encourage you to go forth with your mighty team, led by your God-given and God-driven thoughts designed to overcome the barriers and say, "YES" to God's call to serve and give unto others.*
- *Finally, we will anoint you with the power of the Holy Spirit for you to help God make your community stronger and His Kingdom greater because of your willingness to fulfill God's ambitious plans.*

Pray ***The Great Commission*** as a whole group.

Teacher Tip

Have youth reference The Great Commission on **page 24** of their **Call to** ACTION **Workbooks.**

THE GREAT COMMISSION

Then the eleven disciples went to Galilea, to the mountain where Jesus had told them to go. When they saw Him they worshipped Him; but some doubted. Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Matthew 28:16-20

Teacher Tip

Have youth reference The Lord's Prayer on the **back cover** of their **Call to** ACTION **Workbooks.**

The Lord's Prayer

Our Father who art in heaven,
Hallowed be your name.
Your kingdom come,
Your will be done,
On earth as it is in heaven.
Give us today our daily bread.
And forgive us our debts,
As we also forgive our debtors.
And lead us not into temptation,
But deliver us from evil.
For thine is the kingdom, the power
And the glory.
Forever and ever.
Amen.

Matthew 6:9-13

Teacher Tip

Provide each student with a Certificate of Completion for Saying "YES" to God's Call.

STOP

Teacher Notes

Teacher Notes

VOCABULARY

Academy Overview	An outline created to help remind the youth of God's message for their lives, barriers, barrier overcomers, strategies for diligent decision-making, and "I Will" statements.
Accepting	A willingness to care for people in need regardless of their differences.
Affirming	A willingness to share encouraging words and messages of hope for people in need.
Affirmation	Statements that offer emotional support and encouragement.
Alert	A willingness to see and hear people in need.
Available	A willingness to help people in need.
Barrier Overcomers	The positive thoughts and actions that help the youth to overcome the barriers that interfere with the youth helping others.
Barriers	The negative thoughts (self-talk) that interfere with the youth helping others.
Be-Attitudes Agreement	An agreement created to encourage the youth to use their godly qualities for helping them fulfill God's ambitious plans to glorify Him through acts of service.
Be-Attitudes Action Plan	A visual prop created to help remind the youth to be alert, available, accepting, and affirming to people in need.
Coaching	A form of development in which the teaching team supports youth in achieving specific goals and objectives by providing training and guidance on a daily basis.
Commission	Instruction given to youth to go forth and serve God in their homes, schools, and communities.
Descriptive Commenting	"You" statements that describe godly qualities demonstrated by youth and also describe youth's application to leadership lesson series goals and objectives.
Dreamer's Creed	A message youth say to themselves and share with others that help them face their worries and fears.
Follower's Training Regimen	The steps introduced to help youth set and achieve goals.
Goal	A plan to achieve.
Goal Setting	An effective method which helps evaluate their decisions through the stop, start, and keeping doing strategy.
Godly Ambitious Plans	Bold plans which benefit others and are based on God's unlimited ability to do His works through youth.
Godly Courage	The decision to move into difficult and fearful situations with confidence that comes from knowing God is my protector and comforter.
Godly Diligence	Being consistent each day to plan and execute with biblical wisdom and hard work.

VOCABULARY

Godly Gratefulness	A humble response that comes from knowing that God is the true source of all that is good in our life and present in all circumstances, good and bad.
Godly Love	Responding to others with words and deeds that encourage, and at times show sacrifice.
Godly Persistence	Sticking with godly ambitious plans even when things get hard.
Go Forth in Love	To take action and do so with a godly loving heart.
I Can, **I Will**, and **I Did** Statements	Positive statements that represent the youth's recognition that by God's grace they can, will, and do make differences in the lives of others.
I Can't Statements	Negative statements made by youth that suggests their inability to do something.
I Will Statements	Statements that represent the youth's agreements to serve God.
Journey with Other Believers	Journey with other believers means that the youth use God's resources in their friends, classmates, and adults, all who rely on God for wisdom and knowledge.
Leadership Youth Group Meeting	Group meeting facilitated by the teaching team to encourage youth to express themselves freely, ask questions, compare thoughts, monitor progress, and discuss take-away assignments.
Maintain Reasonable Movement	Maintain reasonable movement means to continue to take small steps toward goals.
Masterpiece	Represents how God created us to be very special, important, and capable.
Opportunity	A set of circumstances that makes it possible to do something.
Potential	It's what the youth are capable of doing when given the opportunity.
Small Steps	Represent the idea to achieve goals in small doses one step at a time.
Start, Stop, and Keep Doing Strategies	Strategies for applying the take-aways and achieving youth's daily goals and objectives.
Targeted Take-Away Assignments	Assignments desired for youth to apply the Start, Stop, and Keep Doing expectations for the purpose of applying goals and objectives of the leadership lesson series.

APPENDIX A

Engagement Activities for Teachers and Youth Training Conferences and Workshops

WITNESSING WALK	RATIONALE
Generate Questions	Divide the participants into manageable groups (depends on adult/participant ratio). It is best to have four to six in a group. Identify participant teams typically numbering three to five teams. Write four to five questions. For larger classes, either write more questions or repeat the same set of questions, posting the same question set in different sections of the class.
Write Questions	Before class time, write the Witnessing Walk questions on large sheets of self-adhering chart paper, post-it paper, self-supporting flip charts, chalkboards, whiteboards (34"x24"), or simply write questions on pieces of normal loose leaf paper. Write one question for one sheet of paper.
Post Questions	Post the questions on the wall around the class, giving sufficient separation space between sheets. Alternatively, questions can be placed on desks dispersed throughout the class.
Prepare Participants	The first time Witnessing Walk is used, give participants instructions for carrying out the technique.
Group Participants and Assign Roles	Arrange participants into groups. Provide each group with a different colored marker, pen, or crayon. Ask group members to introduce themselves. Ask the group to select a person to record answers.
Begin Witnessing Walk	Direct teams to different charts or "stations." Upon arriving at the station, each team writes comments for the question posed at the station.
Rotate to New Station and Add Content	After a short period of time, say three to five minutes but the exact time will depend upon the question, say "change." The group then changes, clockwise, to the next station. At the new station, the group adds new comments and responds to comments left by the previous group.
Teacher Monitors Progress	As groups change, the teacher nurtures participant discussion and involves all group participants.
Return to Starting Point	Teams continue to review the answers already contributed by previous groups, adding their own comments. This procedure continues until groups have visited all stations and return to the station at which they started. Instruct participants to record their original (starting) question and to sit down in their teams to begin reporting.
Report Out	In the "Reporting Out" step, the group summarizes what has been written about their original discussion question. Allow about ten minutes for the group to summarize comments. The "reporter" chosen earlier, summarizes the group's comments with the help of other group members and makes an oral presentation to the class. The oral report should not exceed five minutes in length.
Gauge for Participant Understanding	During "Report Out" steps, the teacher recognizes correctly expressed ideas and corrects for misunderstandings and errors.

APPENDIX A

Engagement Activities for Teachers and Youth Training Conferences and Workshops

TOPICS SHOUT-OUT	**Rationale:** This activity is useful when you have a limited amount of time and want to share information on a variety of topics to many participants. It allows participants to review the information in a timely manner. Using this activity includes a summary of information on each chart, or discussion among participants or groups regarding the shared information.
Step One	Post topics for review around the room on chart paper or other poster type paper. If information is needed regarding the topics, allow time for the group to complete a brainstorming activity. (See Brainstorming Activity)
Step Two	Determine the rotation sequence and amount of time allotted the group(s) at each station. Give directions to the group regarding both pieces of information.
Step Three	Allow participants an opportunity to ask any questions regarding the activity.
Step Four	Complete the Topics Shout-Out Activity by walking in a clockwise direction around the room reading each poster (You may choose to have a discussion resulting from the review of information by the members). If no discussion is warranted, keep the information posted for a finite period of time to allow all group members ample time to review the posters.

THINK/DO STATIONS	**Rationale:** The use of stations allows you to establish different activities meaningful to learning. It can be used to demonstrate strategies or skills in a "hands-on" manner for participants. It allows for individual choices and experiences that a lecture or demonstration will not. It is a useful way to actively engage participants.
Step One	Decide what type of activity you wish to have participants work through and the purpose for them to participate at a given station.
Step Two	Make sure that you have all materials and supplies for the stations to run effectively.
Step Three	Decide whether you will circulate all participants through all stations, whether they will self-select options, or whether you will assign station options.
Step Four	Establish a timeline for changing stations and a method for this to occur.
Step Five	Gather feedback asking a reporter to share activity completion.

GROUP REFLECTION	**Rationale:** This activity can be used when participants need an opportunity to think about information, as a brainstorm to activate learning, or to bring closure to a lesson and ensure that the participants have mastered the concepts. It is a great way at the beginning of a lesson by asking, "What is most important message to learn?" Or It can be used at the end of a lesson or day by asking, "What do you believe you should know?" It actively engages the group to reflect what was accomplished during the lesson, the importance, current standing on a particular topic, and next steps. Each participant is encouraged to contribute input which helps to clarify outcomes and provides direction for future training.
Step One	Provide rationale for the activity and give directions to the group.
Step Two	Allow participants an opportunity to reflect a few moments and to formulate responses. This can be done by participants independently or in small groups.
Step Three	Post chart paper to record responses. You may choose to label with headings as a guide. Model an example by leading the group through a response under each heading. Record responses.
Step Four	Facilitate this activity by encouraging participants to respond. Record their answers. Discuss and clarify responses as necessary. Conclude this activity by summarizing the responses.

APPENDIX A

Engagement Activities for Teachers and Youth Training Conferences and Workshops

SIZE CUTTER	**Rationale:** This activity encourages active engagement of participants. It is useful when you have written material that is lengthy, and you want participants to be familiar with all, or a bigger part, of the content. It is also useful when you have various parts of information that can be reviewed and summarized by individuals within a group. It is important to review key concepts cutting the material down to size.
Step One	Decide how many groups you will need for the activity and number of participants in that order. This grouping may be called the home group. (e.g. if you have five sections or topics to be addressed, you will have group members number from one to five.)
Step Two	Assign each number a section to read (e.g. all the ONE's read pages 1-5, all the TWO's read pages 6-9. Allow time for individuals to complete the reading). You might also have groups read a variety of sections rather than pages.
Step Three	Assemble all participants of like numbers into groups to overview the information from their sections. These groups are called expert groups (e.g. all the ONE'S will discuss the information they read, all the TWO's will discuss their information, and so forth).
Step Four	Reassemble the original home groups and allow members time to discuss individual pieces of information with their home group members.

KNOW-WANT TO KNOW-LEARNED (K-W-L Chart)	**Rationale:** This activity encourages active engagement of participants. It is useful when you want to assess the prior knowledge of the participants (what they know) or you want the participants to assess their own knowledge (what they know). It is often used as a re-post assessment for participants instead of a more traditional assessment.
Step One	Create a K-W-L chart on chart paper of some kind or as a personal handout.
Step Two	Ask participants to list all the information they think they **KNOW (K)** about the topic or lesson at hand. This can be done as a large group brainstorm, a small group discussion, or a personal self-reflection. Post the answers on the chart paper or on the hand-out, if done as a large or small group activity. If done as a self-reflection activity, ask volunteers to share their thoughts.
Step Three	Ask participants to list any information they **WANT (W)** to learn through their participation in the lesson. This can also be done as a large group brainstorm, a small group discussion, or a personal self-reflection. Again, post the answers or ask volunteers to share their thoughts.
Step Four	At the end of the lesson, ask participants to review the information listed in columns one and two and reflect upon information they have **LEARNED (L).** Note any misunderstandings that have been corrected, any questions that have been answered and any additional information gained from the lesson. Post and discuss those answers as a final review for the lesson.

The **K-W-L Chart** (shown below) is best used at the beginning of the training lessons and/or for review at the end of training lessons.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

APPENDIX A

Engagement Activities for Teachers and Youth Training Conferences and Workshops

PROBLEM-SOLVING	**Rationale:** This activity is used to define and develop solutions/plans for issues which are barriers to be overcome surrounding a common goal, issue, or task.
Step One	Distribute one copy of the problem-solving worksheet to each participant. Briefly review the sections of the worksheet. (Note: All participants will need a copy of the worksheet if possible, to complete the activity. If the intent is to have groups report out at the end of the activity, it is useful to have chart paper for each group to fill out as the task is completed. It is also helpful to have a clean copy of each group's work at the end of the training less to reproduce for other groups). List the problems which are thought to be blocking progress in a situation. This list may be generated by the group, an identified set of problems, or a list which has been previously identified.
Step Two	Assign each participant to be part of a group to discuss ONE of the concerns/problems. (Concerns familiar in nature may be grouped together if appropriate.) Groups will need to have no less than four members. And should not get much bigger than 8-10, if possible. It is sometimes useful to have a mix of people in the group, so several thoughts regarding one given issue will be represented. In some cases, it may be more appropriate to group participants according to common interests, grade levels, and/or teaching roles. This will have to be divided prior to group formation. Have as many groups as there are issues/problems to be addressed.
Step Three	Assign each group one of the issues/problems. Tell the groups to identify a timekeeper, a recorder, a leader, and a reporter. Make sure that each group has any supplies it may need (i.e. marker, chart paper, enough worksheets for each member, if appropriate.)
Step Four	Allow a prescribed number of minutes (enough time) from the starting time to complete the problem-solving activity. Monitor completion of the activity by circulating among groups.
Step Five	When the time limit has been reached, ask the reporters from each group to share its group's work with the rest of the participants. Allow approximately 5-7 minutes for the explanation and any resulting discussion.
Step Six	Collect each group's finished product for whole group reproduction and distribution.

START-STOP KEEP DOING TAKE-AWAY JOURNAL	**Rationale:** A journal is a useful strategy to encourage participants to reflect on their learning in professional training. It helps to personalize learning experiences. It also serves as a model for this kind of reflective learning which we want to encourage teachers to use with all learners, including teachers and youth. This journal is consistent with the outcomes of all training lessons. The START-STOP-KEEP DOING TAKE-AWAY activity is designed to record steps to take away from the lessons and apply them daily.
Step One	Provide participants with a journal where they will record their entries. Journal should be durable for the participants to keep for monitoring their progress in answering the three START, STOP, AND KEEP DOING steps.
Step Two	Use the TAKE-AWAY ACTIVITY following lessons with the three START, STOP, AND KEEP DOING steps.
Step Three	Give precise directions about what participants are to write in their journals, how often, and how the entries will be used in their daily lives.

ONE-SENTENCE SUMMARY	**Rationale:** This activity encourages active engagement of the participants and is a good one when participants have been sitting and listening or watching something for some time. Since listening and watching can be rather passive in nature, the act of summarizing requires engagement of one's thinking. It is also a good one to use to reinforce key concepts presented during a training lesson.
Step One	Prepare a reflection sheet that contains key information of a given topic being discussed for participants.
Step Two	After sharing information about one of the key information, ask each participant to reflect upon the information and write a one sentence summary statement about the information.
Step Three	Discuss by asking for a few comments from the participants. (This step does not have to be done. Or can include a report out from all participants depending upon how many people you have and how much time you have.)

APPENDIX A

Quick Summarizing Activities for Adult and Youth Training Conferences and Workshops

Caring Cues	Participants answer three questions during discussions about bible or real-life characters – How are the characters feeling? What are the characters thinking? What are the characters saying to themselves?
3-2-1	List: 3 main points, 2 difficult ideas, and 1 question related to the teaching.
S.N.A.P. (Stop Now & Process)	Stop Now and Process is used after about 15 minutes of content delivery. Take 2 minutes and identify a word or phrase that represents participants thinking (provide key take-away, using a sentence to describe learning.)
Ticket to Dismiss Exit Ticket	This can be the answer to any question about the day's work, something important you learned, and/or what I want to remember.
The Important Thing	3 important ideas from the lesson today are ___, ___, and ___, but the most important thing I learned today is ___.
Question to the Teacher	List 3 (or any number) of questions you would still like clarified.
Headline Summaries	Participants write a headline that gives the main points of the lesson.
Vocabulary Word Splash	Participants are given a "splash" of the key words from the lesson. They must write a few meaningful sentences (summarize the learning) using these words.
Changing Points of View	Ask participants to do a quick-write about a topic related to the lesson from a very specific point of view. (i.e., What would (name a person in bible and/or in real life) say about_____?
One-Sentence Summary	Summarize in one sentence the key point of the lesson (be specific about what to summarize – i.e., the importance of ____).
Dear Person Letter	Write a letter to someone telling him/her (examples might include an important part of the lesson? How it might make a difference?)
Aha! And Huh?	Write down 1 or 2 "ahas" (something you learned) and 1 or 2 "huhs" (things you still have questions about).
Sentence Starters	Start a sentence and have participants finish it (for example: One thing I learned about X today is _____.
5-3-1 (alone, pair, group)	Pose a question/topic. Participants brainstorm 5 answers. Then they work in a pair to come up with the 3 best. Then the pair joins with another pair to come up with the 1 most important.
Sticky Notes	Give participants sticky notes and a question or topic with which to respond. They post their notes on the board, door, wall, a chart.
Read & Say Something	Have participants read a portion of text and then "say something" to the partners in response to their reading.
Turn & Talk	In response to a summary prompt or question, direct participants to "turn and talk" to a shoulder partner.
Role Play	Have participants engage in dramatic creations that summarize the learning.
Sing Along	Have participants create a song that summarize learning.
Skit Along	A small group of participants create a skit related to the reading/discussion topic. Then the rest of the class must guess the topic/situation of the skit.
Draw Along	Have participants create an illustration, drawing, or cartoon to summarize their reading/learning.
Elevator Speech	Ask participants to make statements that encourage action.

APPENDIX B

Activity Examples for Training Teachers

PROGRAM OVERVIEW

Activity Title	Descriptions for Making Content Interactive
Witnessing Walk	Ask the participants to rotate from station to station answering the following questions about the program overview – (1) What anchors the success of the lesson series? (2) What sustains the application of the lessons learned? (3) What are the purposes/objectives of the lesson series? (4) How might the lesson series best be implemented? (5) How can the lesson series help?
Size Cutter	Select sections from the program overview and ask participants to highlight important things to remember about their section.
Problem Solving	Participants will be asked to explain barriers or difficulties to applying the *We Value Statements.*
Self-Reflection	Participants will be asked to share their thoughts about the importance of each of the 8 lessons in the lesson series.
Think-Pair-Share	Participants will be asked to think about a section presented and share their thoughts, questions, and/or concerns about the section. The partner will then share with the group for more discussion.
One-Sentence Summary	In one sentence, participants will be asked to share a summary about the *We Believe Statements*, and/or the *We Value Statements*, and/or the variety of benefits for the lesson series.

CURRICULUM OVERVIEW

Activity Title	Descriptions for Making Content Interactive
Topics Shout Out	Post topics at different stations and assign participants/groups to each station asking them to summarize the information. Participants can use their training manual to review the topic. Topics may include descriptions of the 8 lessons, scripture support for each of the 8 lessons, effective teaching strategies, strategies for applying lessons, and/or the use of the workbook.
Think-Do Stations	Participants are asked to convince their audience the WHY's for having the 8 lessons and/or the reasons for the effective teaching strategies, and/or the rationale for each of the lesson application strategies, and/or the action workbook, and/or the curriculum organizers.
Group Reflection	Participants are asked to explain the teaching team affirmation, the 3-step implementation, and the importance of each step. Participants are asked to explain the reason for using the action workbook and effective ways for using it with youth.
Size Cutter	Select sections from the curriculum overview and ask participants to highlight important things to remember about their section.
K-W-L Chart	Participants are asked to answer individually and/or in groups what they know about using the manual labels identified on page iii and what they want to know. Following the discussion, ask what they have learned. Participants are asked to answer individually and/or in groups what effective teaching strategies they know about and want to know about. At the end of the discussion, ask what they learned.
Role-Play	Participants will be asked to role-play a variety of teaching strategies, and/or the how-to's of group meetings, and/or the how-to's of take-a-ways, and/or the how-to's of using teacher affirmation steps.
Think-Pair-Share	Participants will be asked to think about a section presented and share their thoughts, questions, and/or concerns about the section. The partner will then share with the group for more discussion.
Start-Stop-Keep Doing Take-Away Journal	Participants will be asked to write in their journal what they can do to start implementing the lesson series, what to stop that interferes with implementation, and what they should keep doing to implement.
One-Sentence Summary	Participants will be asked to share in one-sentence a summary about the *We Believe Statements*, and/or the *We Value Statements*, and/or the variety of benefits for the lesson series.

APPENDIX C

Activity Examples for Training Youth

Lesson 1

The Importance of JUST ONE

- **Caring Cues** – How important are you and others? How do people feel when they recognize their importance? What are they thinking? What do people say to themselves?
- **3-2-1** – What are 3 main points learned in the lesson? What are two barriers that stop you from making a difference in the lives of others? What do you need to ask for learning purposes?

Lesson 2

God's Ambitious Plans

- **S.N.A.P.** – Differentiate between the meaning of God's ambitious plans and your ambitious plans and/or Differentiate how the 5 body parts help you make differences in the lives of others.
- **Ticket to Dismiss/Exit** – Share at the conclusion of the lesson the characteristics that help you fulfill God's ambitious plans?

Lesson 3

Serving with a Grateful Heart

- **The Important Thing** – What is an important aim about being equipped with godly gratitude? and/or What is an important reason for teaching gratitude as the FIRST godly quality?
- **Question to the Teacher** – What is the meaning of godly gratitude?
- **Headline Summary** – Share a true story that represents a difference you or someone has made in the lives of others. Identify a headline to the story.

Lesson 4

Serving with a Courageous Heart

- **Vocabulary Word Splash** – Fill in the blanks for the vocabulary words ambitious, ungodly, negative, doubt, confidence, inadequacy, mistreatment, available, and others.
- **Changing Points of View** – How did the bible characters change their points of views about their abilities? How have you changed your points of view about your abilities?
- **One-Sentence Summary** – What is one thing you can do to start showing courage? What is 1 thing you can stop doing that is a barrier to your courage? What is 1 thing you can keep doing to help you show courage?

Lesson 5

Serving with a Diligent Heart

- **Dear Person Letter** – Share letters to God explaining how you plan to develop and demonstrate godly diligence. And/or Share letters to others explaining how you plan to develop and demonstrate godly diligence.
- **Aha! and Ugh?** – What are two things you learned about godly diligence? What are two questions you have about developing and demonstrating godly diligence?
- **Sentence Starters** – One thing I learned from scripture today about godly diligence is _____.

Lesson 6

Serving with a Persistent Heart

- **5-3-1 (alone, pair, group)** – Create 5 true stories about growing weary. Compare thoughts and select the three BEST stories to represent weariness. Finally, select the very BEST. Explain.
- **Sticky Notes** – Create a wall chart of sticky notes on the question, "What are ways to develop persistence? How do you reduce or eliminate the barriers that interfere with persistence?
- **Read and Say Something** – Read the Follower's Steps and describe ways to take each step.

Lesson 7

Serving with a Loving Heart

- **Turn and Talk** – What are the sights and sounds of a godly loving heart?
- **Role-Play** – Create an opportunity for the participants to use role-playing to demonstrate a godly loving heart.
- **Sing Along** – Create a song (jingle) that represents a godly loving heart.

Lesson 8

Saying "YES" to God's Call

- **Skit Along** - Create 6 skits that represent God's promises in scripture. Ask the audience to guess which promise of the 6 align with the skit.
- **Draw Along** – Ask participants to illustrate on a chart God's call to Listen, Trust, and Obey.
- **Exhortation Speech** – Ask participants, in pairs, or small group to witness to God's commandment to share the good news.

Ephesians 2:10

Each One – Reach One (EORO) teaches youth to know that they can reach the needs of others from other parts of Kitale, other parts of the neighboring villages, and in their schools, classrooms, and jobs.

Sarah, EORO Workshop Co-Teacher and Seeds Academy Teacher

EORO equips youth to face challenges with courage. They are able to make decisions about what to do and not do in life and meet the needs of others.

Headmaster Aggrey, EORO Youth Workshop Co-Teacher and Seeds High School Principal

Our kids have received so many blessings from others. We know there is also something special about giving. **EORO** has equipped kids with an understanding that they are to be grateful for what they receive and to give because they are grateful. Thus, fulfilling God's desire for them.

Jimmy Cooper, EORO Workshop Co-Teacher and Seeds Ministry Missionary

In **EORO,** I have learned to listen to God for his plans in my life. I've also learned how to help some individuals by encouraging them to realize that God has plans for them too.

Mary Evelyne, EORO Youth Workshop Participant and Seeds High School Graduate

EORO has given me hope. It has also taught me to love God, to love myself and encourage others to know God is present and loves them too.

Dominic Isaiah, EORO Youth Workshop Participant and Seeds High School Graduate

I am so grateful because EORO can not only impact the local, but can impact many lives. I think our society can be in a better place if we keep finding ways to use EORO all over the world.

Madame Hellen Makani, Seeds Ministry Co-founder and Co-director and EORO Workshop Co-Teacher

For we are God's masterpiece. He has created us anew in Christ Jesus so we can do the good works he planned for us long ago.

Ephesians 2:10

Leadership Lesson Series for Youth

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Keeping hope alive.