



Youth For Christ/USA

Leadership Development

VOLUNTEER DEVELOPMENT

3rd Edition, Updated 2015

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ACKNOWLEDGEMENTS

Youth for Christ's mission to reach young people everywhere, working together with the local church and other likeminded partners to raise up lifelong followers of Jesus who lead by their godliness in lifestyle, devotion to the Word of God and prayer, passion for sharing the love of Christ and commitment to social involvement can most effectively be accomplished by mobilizing thousands of caring and committed volunteers. This Volunteer Training Manual was written in order to help you equip and develop these people to be as effective as possible in their desire to reach lost youth.

The original volunteer manual was done in 1996 and revised in 2006. Six years later it is still highly requested by YFC field staff. We hope this 3rd updated edition allows you to be even more effective in investing in our most important resource, volunteer staff as members of missional communities.

We strongly urge a teacher of this material to read the introduction so that he or she understands the format of this manual. This material can be used in a regularly scheduled staff meeting or put together for an all-day or weekend retreat.

Many thanks go to the National Training Teams in 1996, 2006, and 2012 for their leadership in the concept and outline of the manual.

If you have comments, suggestions for topics or contributions you'd like to submit, please contact us through training@yfc.net and we will work to include your ideas either in another updated edition or in a national training experience. We pray that as you develop your volunteers God will multiply your efforts through the people He has entrusted to you.

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BEFORE YOU START... (READ THIS PAGE TO USE THIS MATERIAL MOST EFFECTIVELY)

You hold in your hands a tool to help you more effectively develop and mobilize a team of volunteers in your missional community. This manual was born out of a desire to help leaders train and equip missionaries of all ages who want to work with teenagers. Knowing that youth ministry people have their hands full with many responsibilities, we have saved you time by making this manual as user-friendly as possible.

This notebook is divided into five major sections: Personal Growth, Evangelism, Leadership, Skills, and Current Issues. You will find detailed lesson plans under each topic. Youth for Christ will create new curriculum outlines to add to your notebook as they become available. It is our belief that volunteers are not trained once and for all, but that their training and growth is a continuous process.

We highly recommend that all your volunteers go through the leader version of 3Story. It is now available online at YFC Impact. We also highly recommend that you host a live 3Story training experience. For more information on curriculums and teachers available, please share your interest and questions with us at training@yfc.net. 3Story training should be one of the first learning experiences you provide for your volunteers. At the end of this manual we have included small group material geared to be used as a follow up after your volunteers have completed the 3Story training.

Also included at the end of this manual is a YFC covenant agreement that you may want your volunteers to read and sign. Feel free to add to it depending on the policies of your own ministry center. If you don't use this one, we do recommend that you create some type of statement of faith and agreement for your volunteers to commit to and sign.

Each lesson outline follows the same format. We begin with an objective statement that summarizes the goal of the lesson followed by the materials needed and approximate time frame for the lesson. This curriculum uses various teaching methods that engage volunteers in the learning process. The acrostic TEACH is used as a guideline to structure each lesson.

Each letter stands for:

T -Teaser

An attention-getter focuses participants into thinking about the topic to be presented. It is important to start with learner involvement. Try not to skip this section. If you feel inclined, create your own teaser.

E - Essentials

The main content of the lesson that you will teach.

A - Activity

This section is designed to help volunteers interact with the content of the Essentials section by allowing learners to practice and/or apply the lessons to their lives.

C - Conclusion

It is important to review the main points and emphasize what you believe your audience needs to hear.

H - Homework

To reinforce the lesson, you will challenge learners with a follow-up activity.

You will note each lesson has various print styles. *This type of italics and brackets in each lesson plan are notes to you, the instructor that gives more explanation and detail. **The bold lettering is a script for you to use as you teach. Feel free to adjust the script to your own style and audience.***

By doing most of the "legwork" for you, we hope that you will find these lessons easy to use, insightful, and applicable to your community of volunteers.

INTEGRITY

Objective: Every volunteer can become a strong person of integrity by incorporating the characteristics of integrity found in Psalm 15.

Materials: Psalm 15 handout, Integrity worksheet, Webster's or other dictionary, Bible dictionary, different translations of the Bible (e.g. NIV, NASB, Living)

Lesson Time: 50 minutes

Teaser (5 min)

With a partner, answer the following two questions.

[Have the volunteers write their answers on the worksheet.]

1) If integrity were the contents in a can, how would the ingredients label read?

2) Describe a person of integrity that you know or respect.

Essentials (15 min)

In this day and age when so many public leaders are lying and deceiving others, integrity has never been a more important issue and we must live our lives with integrity. People of good character live lives of integrity.

Character is the core of our being; it is the strongest message we model for kids. They live in a world that is often not trustworthy. If you, as a significant adult in their lives, prove to be trustworthy, you will make a difference in young people's lives.

Before we study Scripture, let's look at the definition of integrity.

[Ask for their input. Read the definition we've provided for you.]

According to Webster's dictionary, integrity is "uprightness of character; honesty; the condition, quality, or state of being complete or undivided."

Psalm 15 describes a person of integrity.

Let's read Psalm 15 aloud

[Each participant should have a copy of the Psalm 15 handout.]

Notice verse 1 asks the question: Who qualifies? Verses 2-5a answer the question by giving a description. Verse 5b promises that this person will not be shaken. Isn't that what we all want as leaders?

[You, as the teacher, will begin this Bible study by examining the qualities in verse 2. You will elaborate the meaning of each one, which will set the pattern for the students' worksheet. This study should ultimately encourage each person to wrestle with the ideas in Psalm 15 and put them into practical terms. Hand out the worksheet.]

Let's look at the first three qualities mentioned in Psalm 15. What does it mean to walk blameless?

[You should get answers such as:

- 1) someone who is above reproach; or*
- 2) someone who is obedient to Scripture.*

Describe the first 3 qualities by elaborating on the meaning of each and, if you want, give a Biblical character who exemplifies them.]

Can you put this into your own words? Let's fill out the beginning of the worksheet together. Then you will pair up with a partner to work on the characteristics.

[Here is an example of possible answers:

walk blameless "be above reproach" (e.g. Caleb)

do what is right "righteous" (e.g. Joseph)

speak the truth from their heart "honest" (e.g. Nathan)]

Activity (15 min)

With a partner, work through each characteristic on your worksheet. Put each into everyday language to make it practical. If you have extra time, try to match each characteristic with a Bible character.

[It would be helpful to provide resources like a dictionary, Bible dictionary, or different translations of the Bible for students to use. If you feel there is enough time, have the volunteers do a self-evaluation. Ask them to rate themselves for each characteristic on a scale of 1 to 10. Get them to pair off with a partner and pray for 2 of their weakest areas.]

Conclusion (5 min)

A person can never have too much integrity. However, it is difficult to maintain in the different aspects of life. As Christians, we need to watch out for the devil who "prowls around like a roaring lion looking for someone to devour" (1 Peter 5:8-9).

Some less obvious areas that affect our integrity are: a) doing personal business when we are "on the clock" with our job; b) downloading movies and music without copyright permission; c) not observing the speed limit; and d) telling "white lies". These may all seem small and harmless but sin is sin. It's easy to become self-righteous that you don't do the "big sins" but are there areas in your life that need to be examined, repented from and changed?

All areas of our lives are interrelated. If we ignore one area, it affects other areas. We need to aspire to become strong people known for our character. If you want to do more study of integrity, examine more deeply the lives of Daniel, Nathan, Joseph, Esther, and Jeremiah.

Integrity is not only honesty to other people but being honest to yourself about areas that need attention and growth (vs. 2). We each need at least one person with whom we can be totally honest. If you don't have someone, it's hard to keep problem areas of your life in check. Aberrant behavior comes from problem areas kept secret. What we do in secret is often where we especially need accountability. This community of people who are focused on reaching lost kids at a particular site, can be that accountability system. As we get to know each other and are transparent with our own lives, we will grow together in our character.

(Share your own vision of coming together as a missional community)

Homework

- Rewrite Psalm 15 in your own words. Share your translation with a fellow volunteer in the next week.
- Pray God would bring to mind those characteristics that need work.
- Invite others to live in accountability with you

PSALMS 15

1) O Lord, who may abide in your tent?
Who may dwell on your holy hill?

2) Those who walk blamelessly,
and do what is right,
and speak the truth from their heart;

3) who do not slander with their tongue,
and do no evil to their friends,
nor take up a reproach against their
neighbors;

4) in whose eyes the wicked are despised,
but who honor those who fear the Lord,
who stand by their oath even to their hurt;

5) who do not lend money at interest,
and do not take a bribe against the innocent.

Those who do these things shall never be
moved.

(New Revised Standard Version)

INTEGRITY WORKSHEET

INTRODUCTION -

Ingredients label to a can of "integrity" -

Definition of integrity -

BIBLICAL CHARACTER QUALITIES OUTLINED IN PSALM 15 RE-WRITE IN YOUR OWN WORDS

- 1) Walk blameless
- 2) Do what is right
- 3) Speak the truth
from their heart
- 4) No slander
- 5) Does no evil to friends
- 6) No reproach against their neighbors
- 7) Stand by their oath
- 8) Lends money without interest
- 9) Accepts no bribe
- 10) Honors those who fear the Lord

ACCOUNTABILITY

Objective: Every volunteer can become more authentic in their relationship with God and others by utilizing these steps to accountability.

Lesson Time: 55 minutes

Teaser (15 min)

[The purpose of this exercise is to help people experience the difficulties associated with change. It is important to look at change when dealing with accountability, because one must be willing to alter attitudes and behavior when confronted in order to grow.]

[While leading the group through the activity, please refrain from editorial comments until the end.]

We're going to do a fun and challenging exercise today...

1) Everybody needs to find a partner.

2) Face your partner and silently observe them, noting as much as you can in 45 seconds.

[At the end of 45 seconds, you will give them the following instructions.]

3) Now turn away from your partner and change 5 things about your appearance.

[Give people enough time to adequately follow the directions. It is okay if people look at other pairs. When the group is ready, ask partners to face each other again.]

4) Turn back to face your partner. Tell each other the changes you noticed.

[Allow 1 minute for the feedback.]

5) Once again turn away from your partner and change 5 more things.

[When the group is ready, have them face each other and comment on the changes. Repeat step 5 again. The partners should have changed a total of 3 times.]

[Now debrief the activity.]

1) What was your reaction to my first request to observe one another in silence?

[Typical reactions should be: awkward, didn't know what was happening, etc.]

- ***It's interesting how uncomfortable and resistant we are to the unknown and to change.***

2) What was your reaction to my second request to change 5 things?

[Typical reactions should be some grumbling, but still a possible task.]

3) What was your reaction to my request to change 5 things the third time

around? *[Typical reactions should be: no way, I want to stop, I had to be more creative.]*

- ***In this process, we can make a couple of observations.***

1) The strength of our own resistance to change.

2) There are always more possibilities to explore if we let go of our resistance to change and allow ourselves to be creative.

4) How many had a first response of taking something off? Share what you did.

[Ask 2 or 3 volunteers to tell what they took off when asked to change.]

- ***It's interesting that change is often equated with loss. Since loss is not an enjoyable feeling, it's not surprising that people resist change.***

5) How many people borrowed an idea from someone else? Give me some examples.

- ***We can learn that change is often a collaborative process.***

Essentials (20 min)

Today we are going to look at accountability and its vital effect on our lives. Accountability is a word that's often loosely used. We realize its importance, but we're not sure how to bring it into our lives. When I say accountability, I mean the ability to give an honest account of my life to an individual or small group. Scripture leads us to believe we are not to live our Christian faith alone. We need help.

[Ahead of time, hand out these 3 verses and have people ready to read them out loud: Prov 27:17, Eccl. 4:9-10, & Heb 10:24-25.]

What do these verses lead us to believe about accountability?

[Allow volunteers to answer.]

In Youth for Christ, we want to challenge all of our staff to be accountable to an individual or small group on a regular basis. As we serve together as a missional community, transparency and accountability are key.

When I say that, I don't mean we become a therapy group or an exclusive social or prayer group. We know that we can each do relational ministry by ourselves and we can each find groups of people to be in fellowship with but my hope is this group will be one where we love being together but we also thrive as a community as we grow together and reach lost kids.

What follows is a model that will help you deal honestly with your life in order to grow. Hopefully it will keep you from the mistakes that unfortunately have sidelined some from ministry. James 5:16 teaches us to confess to one another. When we are consistently meeting in an accountability relationship, knowing someone will ask us about our activity and conversations probably will make us think twice before making the wrong choice. In other words, accountability is a deterrent to poor decisions and sin.

[if you have a personal example where your admission of a struggle prevented you from making a mistake later on, please share it.]

Before we talk about how to have accountability, let's talk about how we can create safety and transparency in this community. Each of us must exhibit trustworthiness so confidentiality can be maintained as well as a commitment to meet consistently. Our love for each other must be mutual so that intimate sharing can take place.

The important elements of accountability are:

- 1) consistency (a weekly time is most preferable)***
- 2) goal setting (knowing what you want to accomplish together and measuring your progress)***
- 3) honesty (decide to give the most honest answers when questioned about your public and private life)***
- 4) asking hard questions that get to the root of the issues (can even develop a set of standard questions)***
- 5) staying focused on your lives (not someone else's)***

In creating community, when we are together some of the areas I think we will want to touch on and be willing to share are:

- 1) relationships - with God, family, and friends***
- 2) use of money and time***
- 3) moral and ethical behavior***
- 4) high risk areas - your secrets and most vulnerable spots***
- 5) prayer for one another***

[Feel free to elaborate on any of these.]

Activity (15 min)

In groups of 3, look at each of the key areas and come up with 3 questions that should be asked of each area. For example, under high-risk areas, you might want to ask: "What are you wrestling with in your thought life?" Or under time: "What were your priorities this week? What tasks got done and which were left undone?"

(A compilation of the questions from your group might be helpful for your team as you create community)

Conclusion (5 min)

Accountability requires a change in lifestyle and behavior. Although we have a tendency to resist change, God wants us to grow more into His likeness. Accountability compels us to critically look at our lives and be honest with what we see. It allows someone else to challenge our wrong motives and behaviors. Deep down inside our hearts, we long to be known fully. Yet we fear being fully known. This tension is what makes accountability a difficult discipline to practice consistently.

Finding an accountability partner or group is hard. Best friends are not always the best choices. Some will tell us what we want to hear, instead of what we need to hear.

Why do people resist accountability?

1) Time restraints are cited as a major factor. Many people feel they are too busy to add another activity into an already crammed schedule. Is this an excuse? We choose how we spend our time. Maybe a reevaluation of priorities is necessary.

2) The dilemma of Doing versus Being. For most of us, it is easier to be active than to sit still and hear God. "Be still and know that I am God" (Ps. 40:8) requires a quieting of our souls and minds, a reflective look at our activities and lives. Some might not be ready or willing to take a closer look.

The rewards of positive accountability relationships are immeasurable. It keeps us alert to common pitfalls in our lives. It lets another person in to shine God's light in the dark corners of our life. With the gentle guidance and insight of a sensitive community we are challenged to shed unhealthy attitudes and practices and grow in Christ likeness. It also can be a mutual time of encouragement and uplifting fellowship. Accountability develops intimacy with God as we lead open clean lives before Him. If we as a community can model this to the kids we are with, we will give them a beautiful picture of how God intends the Church to work.

Homework

- Pray for our missional community that God will give us courage to be transparent and to give each other godly feedback and encouragement.
- Consider what fears you have about being transparent with this group. Pray about them and be willing to share them with us so we can all be aware.

SPIRITUAL GIFTS

Objective: Every volunteer can identify his/her spiritual gift(s) by studying and understanding the gifts mentioned in Scripture.

Materials: Legos or sugar cubes, "Which Person Best Describes You?" inventories and answer keys,
"Description of Spiritual Gifts" handout, "Spiritual Gifts Found in Scripture" handout

Lesson Time: 60 minutes

Teaser (10 min)

[Get 5 volunteers to come to the front of the room. Have a bag of Legos or Tinker Toys available.]

I'd like you as a group to build a house together using the given Legos (OR sugar cubes). You have 3 minutes to complete the task. The rest of the group needs just to observe the process.

[While they are working, be watching for roles that the different members take on. After they finish, ask the following questions.]

As you watched them build, what roles did you see being played? Who was the encourager? The leader/administrator? The "harmonizer"?

Essentials (25 min)

[This could be a controversial lesson. Try to keep it neutral. Don't focus on theological interpretations or approaches. That's why we've selected a test that only measures the gifts most often used by a youth ministry team. Our purpose is to raise awareness on the gifts God has given for ministry in the Body. It is our hope that this will give confidence to those volunteers who are unsure of their abilities and/or skills.]

Paul begins chapter twelve of his first letter to the church at Corinth by saying, "Now about spiritual gifts, I do not want you to be ignorant." Today we are going to take Paul's injunction and study what the Bible has to say about spiritual gifts. A proper use of the spiritual gifts results in believers becoming mature and growing in the

knowledge of Jesus Christ. I'm going to hand out a worksheet that gives Bible references. Look up the passages in the New Testament that speak about spiritual gifts. List the different God-given gifts mentioned in each passage. Don't worry if there is some overlap.

[Hand out the worksheet entitled, "Spiritual Gifts Found in Scripture". Split the class into groups of 3 or 4. Allow sufficient time for them to record their findings. Bring the group back the listings.]

Now let's look at a description of each of those gifts. I'm handing out a worksheet that lists the gifts. Compare it with the list you have discovered.

[Pass out the "Description of the Spiritual Gifts" worksheet.]

As we have seen, there are different kinds of gifts. Just like the body has parts with separate functions that work together as a unit, so the Church has members who manifest varied gifts for the edification of the whole congregation. Paul addresses this in Ephesians 4:11-13.

[Have someone read the verses out loud.]

Every Christian is given at least one spiritual gift. Paul makes this clear in I Corinthians 12:7 which says,

"Now to each one the manifestation of the Spirit is given for the common good."

It is important that we learn what our God-given gift(s) is/are and begin applying it/them to our ministry. Just because we identify one gift today does not preclude you from having more than one or different ones the future. I'd like to say up front that we are not here to settle the issues on the "gifts". Youth for Christ has traditionally stayed out of controversial doctrinal issues. We enjoy diversity in our staff. Various traditions approach certain spiritual gifts differently.

Later on, we will be taking a spiritual gifts test. We have purposely selected one that measures the 8 gifts most commonly used in the Body. It is not an exhaustive list by any means. Are there any gifts to which you feel attracted? Spiritual gifts have the distinction of producing God-given results. Many times our natural talents are an indication of possible spiritual gifts, although they are not the same. A person can be a good teacher without the spiritual gift of teaching. But many times God amplifies a natural talent. This enables a good teacher to effectively relate spiritual truths. Think of at least 3 natural talents you have. List them on the back of your worksheet.

[Give them 2 or 3 minutes.]

Do any of your talents ring true with the spiritual gifts previously mentioned? God may take your talents and make them more effective, but there is also a possibility you are gifted in a new area of your life. How do you know which gift you have? The only way to discover your gift is by trying it out. Experiment with different possibilities and see if God confirms it in your heart and in the lives of others. As you continue trying out your 'gift', do you find that your initial fears are replaced by a growing competence? People being positively affected by your ministry usually indicates an affirmation of some God-given gift. Usually fellow believers confirm our gifts. What are the jobs you are often asked to do in your church? What do others see as your spiritual gifts?

Activity (15 min)

In order to get a better idea of your spiritual gift, I'm going to give you a chance to take a spiritual gift inventory. Answer the statements honestly as they reflect your likes or dislikes. This will not be graded. It is for your benefit only. Beside each statement, make a checkmark next to the ones that describe you. This is just a test, but ultimately it is God's choice of how He blesses you with gifts to serve the Body.

[Pass out the "Which Person Best Describes You?" worksheet. Give them 10 minutes to read and respond to the statements. If people finish early, have them total the number of statements marked for each person.]

Total the responses for each person. Indicate on your paper the top 3 scores. For example, you might have 9 checks for person number 6, and 7 checkmarks for both person number 7 and person number 4. I'm going to read the spiritual gifts represented by each person.

[Read the "Answer Key to 8 Persons" worksheet. Give the volunteers a chance to sort through the information you read]

Conclusion (10 min)

Our spiritual gift(s) gives us a certain perspective on a situation. For example, if someone accidentally dropped his/her dessert on the floor, some possible reactions would be:

Prophet- "You spilled your dessert."

Server- "Let me clean it up."

Teacher - "Your chocolate pudding fell on the floor because you set it too close to the edge of the table."

Exhorter- "If you place your dessert near the center of the table, and are a little more careful, it won't happen again."

Giver- "Here, you can have my dessert."

Administrator- "You go get a mop, you get a dustpan, you pick up the broken plate, and we'll have it cleaned up in a minute."

Mercy- "You must feel very bad to spill your dessert, and I bet you're embarrassed by all the fuss."

Evangelist - "There is a lesson that God is trying to teach you through this."

Hopefully you now have an idea of possible spiritual gifts through the exercises we have done today. Now you need to begin trying them out in your ministry to kids. Can anyone give me an example of a current situation or scenario that you are dealing with in your ministry?

[Have a scenario 'up your sleeve' in case you don't get any situations mentioned.]

Using this situation, would anyone like to share how he or she would apply his or her spiritual gift in working with this (these) kid (kids)?

[It is important to clarify that some gifts are not specifically for situations at the exclusion of other gifts. God calls us to develop the fruit of the Spirit. Even if we rate '0' on the scale for the gift of mercy, we are still called to be merciful people. Our spiritual gifts are always to be used in conjunction with the fruit of the Spirit.]

As we become more aware of the spiritual gift(s) we have been given by God, we need to begin manifesting it in our work with youth. In such a way, we will see the lives of teenagers positively affected.

Homework

- If you couldn't identify your spiritual gift even after taking the test, track your activity the next week and write down the 5-10 most fulfilling things you did. Are there any common threads?
- For those who did identify their gift, do the same activity with the following exception: Identify how your spiritual gift played a part in your most fulfilling activities.

SPIRITUAL GIFTS FOUND IN SCRIPTURE

List all the spiritual gifts you find mentioned in the following passages:

Romans 12:3-8

I Corinthians 12:7-11

I Corinthians 12:27-31

Ephesians 4:11-13

DESCRIPTION OF THE SPIRITUAL GIFTS

There are two general categories of spiritual gifts. Speaking gifts (ministry of the Word) and serving gifts (ministry of service). I Peter 4:11

GIFT PURPOSE DESCRIPTION

Prophecy (Romans 12:6; I Cor. 12:10,14:3)	Proclamation of divine revelation	The gift of understanding and expressing through teaching or preaching what the will of God was or is for a given situation, as gained through reflection upon Scripture ... resulting in their upholding, encouragement, and consolation. (I Cor. 14:3)
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Teaching Instruction The capacity to communicate Biblical truth given by the Holy Spirit; clear and accurate interpretation of Scripture. (Romans 12:7)

Faith (I Cor. 12: 9) Enabling The capacity to see a need and to believe that God will meet it; vision.

Wisdom Insight The capacity to make 'practical' application (I Cor. 12:8) of truth in God's Word to concrete situations.

Knowledge Understanding The capacity to gain insight into God's Word

(I Cor. 12:8) and truth, and expound Christian truths and their relationships to one another.

Discernment of Spirits Protection The capacity to distinguish between what is from God (truth) and what is a deception wrought (Cor.12: 10) by Satan (error).

Mercy Manifestation of The capacity to demonstrate sensitivity to human (Romans 12:8) love to the need with Holy Spirit-inspired acts of love. 'un-deserving'

Exhortation Strengthening The capacity to provide consolation, (Romans 12:8) encouragement and motivation to carry out God's will.

Giving Advancement of The capacity to give material resources with (Romans 12:8) God's work liberality and cheerfulness.

Leadership Direction The capacity to 'preside' and to set the (Romans 12:8) direction of a project in a way that aids the spiritual growth of others.

Administration Organization The capacity to 'organize' and make (I Cor. 12:28) efficient use of the resources of the body of Christ.

Service The capacity to serve the physical needs of (Romans 12:7) the body of Christ in a way that strengthens others (I Cor. 12:28) spiritually

Healing Restoration The capacity to heal the sick physically, mentally or (1 Cor. 12:9, 28) emotionally by the power of God, in response to Holy Spirit-given faith.

Miracles Special signs The capacity to be God's instrument in (I Cor. 12:10, 28) accomplishing the 'supernatural'.

Tongues Personal Particular kind of speech which a person may (I Cor. 12:10, 28) edification attain in prayer, pouring forth his glowing spiritual experience in a rhapsody of sounds unintelligible to others as well as the speaker.

Interpretation of Tongues Aid to the gift of tongues The capacity to translate utterance in tongues by Holy Spirit–given revelation. (II Cor. 12:10)

Evangelism Increasing the kingdom The capacity to boldly proclaim the Gospel with consistent salvation results. (Eph. 4:11)

Developed by E.G. VonTrutzchler

WHICH ONE OF THESE EIGHT PERSONS BEST DESCRIBES YOU?

PERSON NUMBER 1

You want to make sure that statements are true and accurate.
You desire to gain as much knowledge as you can.
You react to people who make unfounded statements.
You check the credentials of one who wants to teach you.
You use your mind to check out an argument.
You enjoy spending hours doing research on a subject.
You like to tell others as many facts as you can on a topic.
You pay close attention to words and phrases.
You tend to be silent on a matter until you check it out.
You like to study material in a systematic sequence.

PERSON NUMBER 2

You can visualize the final result of a major undertaking.
You enjoy coordinating the efforts of many to reach a common goal.
You can break down a large task into achievable goals.
You are able to delegate assignments to others.
You see people as resources that can be used to get a job done.
You are willing to endure reaction in order to accomplish a task.
You require loyalty in those who are under your supervision.
You remove yourself from petty details to focus on the final goal.
You can encourage your workers and inspire them to action.
You move on to a new challenge once a job is finished.

PERSON NUMBER 3

You see actions as either right or wrong.
You react strongly to people who are not what they appear to be.
You can usually detect when something is not what it appears to be.
You can quickly discern a person's character.
You feel a responsibility to correct those who do wrong.
You separate yourself from those who refuse to repent of evil.
You explain what is wrong with an item before you sell it.
You let people know how you feel about important issues.
You are quick to judge yourself when you fail.
You are willing to do right even if it means suffering alone for it.

PERSON NUMBER 4

You can sense when people have hurt feelings.
You react to those who are insensitive to other's feelings.
You are able to discern genuine love.
You desire deep friendships in which there is mutual commitment.

You seem to attract people who tell you their problems.
You find it difficult to be firm or decisive with people.
You tend to take up offenses for those whom you love.
You need quality time to explain how you feel.
You want to remove those who cause hurts to others.
You often wonder why God allows people to suffer.

PERSON NUMBER 5

You motivate people to become what you see they could be.
You like to give counsel in logical steps of action.
You can usually discern a person's level of spiritual maturity.
You enjoy working out projects to help people grow spiritually.
You dislike teaching, which does not give practical direction.
You like to see the facial responses of those whom you counsel.
You often take 'family time' to counsel others.
You enjoy giving examples from the lives of others.
You find it hard to follow through on the project you have started.
You identify with people where they are in order to counsel them.

PERSON NUMBER 6

You notice the practical needs of others and enjoy meeting them.
You enjoy serving to free others for more important things_
You are willing to neglect your own work to help others.
You can remember the likes and dislikes of others.
You can usually detect ways to serve before anyone else can.
You will even use your own funds to get a job done quickly.
You do not want public praise, but you do need to feel appreciated.
You do not mind doing jobs by yourself.
You find it difficult to say 'no' to those who ask for help.
You like to put 'extra touches' on the jobs you do.

PERSON NUMBER 7

You are very frugal with money for yourself and your family.
You enjoy investing money in the ministries of other people.
You have an ability to make money by wise investments.
You desire to keep your giving a secret.
You react negatively to pressure appeals for money.
You like to encourage others to give with your gifts.
You want the ministries you support to be as effective as possible.
You enjoy giving to needs that others tend to overlook.
You desire to give gifts of high quality.
You enjoy knowing that your gifts were specific answers to prayers.

PERSON NUMBER 8

You seek out relationships with non-Christians.
You have many non-Christian friends.
You can clearly articulate what you believe.
You are bold in explaining the Gospel in any situation. You find ways to link spiritual truths to everyday life.
You are compelled to reach the lost.
You often strike up conversations with strangers.
Your heart breaks with the thought of anyone going to Hell.
Your top priority is proclaiming the Gospel.
People consistently accept Christ after you share the Gospel.

Adapted from a test written by Prudence Dancer

THE ANSWER KEY TO 8 PERSONS

PERSON 1	TEACHER	10-15% of the Body of Christ
A person who is motivated to search out and validate truth that has been presented.		
PERSON 2	ORGANIZER, ADMINISTRATOR	5-15% of the Body of Christ
A person who is motivated to coordinate the activities of others for a common goal.		
PERSON 3	PROPHET	5-15% of the Body of Christ
A person who is motivated to reveal unrighteous motives and actions by presenting God's truth.		
PERSON 4	MERCY	20-30% of the Body of Christ
A person who is motivated to identify with and comfort those in distress.		
PERSON 5	EXHORTER	10-15% of the Body of Christ
A person motivated to stimulate the faith of others.		
PERSON 6	SERVER	20-30% of the Body of Christ
A person motivated to demonstrate love by meeting personal needs of others.		
PERSON 7	GIVER	2-7% of the Body of Christ
A person motivated to entrust their personal assets to others for the furtherance of the ministry.		
PERSON 8	EVANGELIST	5-10 % of the Body of Christ
A person motivated to share the Gospel of Jesus Christ with a lost world.		

QUESTIONS TO ASK TO CHECK OUT YOUR GIFT FURTHER:

1. What would motivate me to tell another person about Christ?
2. What attracts me about the life of Christ?
3. What do Christians do or not do that irritates you?

A PRAYING LIFE

Objective: Every volunteer should be an effective person of prayer because of two compelling reasons; priority and power.

Materials: Jesus and Prayer worksheet, Exercise of Silence handout

Lesson Time: 55 minutes

[Before you begin teaching, pray that the Holy Spirit will touch the hearts of your listeners.]

Teaser (5 min)

Divide into pairs.

- 1) Describe your prayer life right now.**
- 2) What's hard for you about praying?**
- 3) Tell about a situation when you know God answered prayer. How did that feel?**

[Encourage the volunteers to check in with this same partner at the end of the week after the homework assignment.]

Essentials (25 min)

Prayer is a fundamental practice of a committed disciple of Jesus Christ. Communicating with God is essential for spiritual growth and effective ministry. Prayer is an act that recognizes there is a sovereign God and our need to depend on Him. However, why is it that prayer is often our last resort when we have struggles in our life and ministry? No matter where you are in your prayer life, I want to challenge you today to value prayer so that it becomes a more observable behavior in your life.

Probably most of you have heard lots of teaching about different components of prayer such as praise, intercession, confession, and adoration. Therefore, we aren't going to focus on those aspects of prayer. Instead, we're going to look at the priority of prayer and the power of prayer as compelling reasons to make prayer a consistent part of your daily life.

I. Priority of Prayer

Why do we pray? When we look at Jesus' life, He made prayer a priority. In following in His footsteps, we need to follow His example. Let's look at Scriptures to see how important prayer was and is to Jesus.

[Pass out the "Jesus and Prayer" worksheet_ Have the students (in groups of 2 or 3) look up the verses and comment on when Jesus prayed.]

We see, through these few examples, that Jesus made prayer a priority. He is shown praying before performing miracles and before making major decisions. He also specifically taught His disciples how to pray in the Lord's Prayer.

Jesus shows dependence on the Father. He acknowledges that His power comes from the Father. This is also the case in our lives. Jesus states that, "Apart from me, you can do nothing (John 15:5)."

Prayer also transforms us. It develops the fruit of the Spirit in us - love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Gal. 5:22). As people spend time with God in prayer, they change into His likeness. When we pray, we are doing Kingdom work. By being in the presence of God, we allow God to change our hearts. Our desires and attitudes come into line with the Lord's desires and heart. This is a great byproduct of prayer!

God allows us to cooperate with the work of the kingdom. We believe God answers our prayers and furthers the kingdom through the prayers of the saints. The power and eternal results in our ministry come, not from how hard we're working, but from the result of time spent on our knees. God is the only One who changes us and others.

II. Power of Prayer

I'd like to start with two analogies that help us understand how we can have a powerful prayer life. We can look at ourselves through the analogy of a radio. God is the transmitter. We are the receiver. To be a good receiver, we must be listening to the God's transmissions through His Spirit. One of the functions of prayer is to listen to God. Psalm 46:10 says, "Be still and know that I am God." In the prophet Elijah's life, God came in a still, small voice (1 Kings 19). Good reception comes when we allow ourselves to be quiet and free of distractions.

Radios are ineffective when there is static. Spiritually speaking, bad reception, or static, comes from unresolved sin in our lives. Our lives are ineffective when the static of sin and unresolved conflict are hindering the reception (Ps 66:16-20; Mk 11:25).

Confession is how we tune in spiritually and get rid of static. As you've probably heard many times, 1 John 1:9 promises, "If we confess our sins, He is faithful and just to forgive us our sins and cleanse us from all unrighteousness." We need to be properly tuned. Once sin is confessed, there is purification and cleansing that takes place that allows us to be transformed into the image of Jesus (2 Cor 2:17-18). So when we're alone with God and able to hear His voice, our hearts and minds are pure,

and we're clean vessels, then God is free to work in and through our lives bringing powerful results.

The second analogy that illustrates where power comes from is in John 15. The image of the vine and the branch that Jesus talks about exemplifies our role in prayer. The branch is responsible to stay attached to the vine. The vine produces the fruit in the branch. Our job is to stay connected by talking and listening to God. In fact, John 15:5 says, "Apart from Me (Jesus), you can do nothing."

Activity (20 min)

This activity is a chance for good reception. Consider it an exercise of silence. Find a comfortable place, sit quietly for 15 minutes, and focus on Jesus.

Move volunteers separate enough from each other so they feel alone. They shouldn't read the Bible, just be quiet before the Lord.]

Welcome back together afterwards to answer any of these questions that apply:

- 1) Did you feel a prompting to pray about any situation(s) in your life?***
- 2) Did you feel led to confess anything?***
- 3) Did any relationship come to mind? What was God asking you to do?***
- 4) What did you do if your mind wandered? Was it hard to bring it back to focusing on Christ?***
- 5) Write down any thoughts, feelings, or verses that came to mind while practicing this discipline of silence as you were clearing the receiver.***

[These questions are available in a worksheet at the back of the lesson.]

Conclusion (5 min)

Prayer is fundamental to ministry and also to the Christian life. Leaders should understand that they are a vessel through which God works. We must acknowledge that we can do nothing apart from Christ. Therefore, we must recognize our dependence on Him for personal growth and ministry effectiveness.

Prayer nurtures our relationship with Jesus. We recognize our dependence on God. Prayer is not just a method to get things accomplished, but also a way of nurturing our souls.

There are many benefits to prayer, but it is not easy. It is hard work to persevere in prayer. (Epaphroditus wrestled in prayer for the Colossians - Col 4:12) You must make time in a busy schedule and acknowledge that you are not in control of any situation. God alone is sovereign. We must acknowledge Him as the Lord of

circumstances and our very lives. It's exciting to go before God, pray about our concerns, and watch Him work in and through our lives/

As Christian leaders, prayer must be a priority and consistent practice. In fact, 1 Thessalonians 5:17 commands us to "pray without ceasing." When we're tuned into God and connected to the vine through prayer, we are transformed more into the likeness of God.

Homework

Practice 10 minutes a day of quiet (time of silence). No Scripture, no praying, just trying to discern God's still small voice. Check in with your "Teaser" partner at the end of the week.

JESUS AND PRAYER

Look up the following verses. Write down the situation that is occurring when Jesus prays.

Luke 5:16 -

Luke 6:12-16 -

John 17 -

Mark 1:35 -

John 11:17-44 -

Matthew 6 -

John 15 -

John 16:2 -

EXERCISE OF SILENCE (to be answered afterwards)

Did you feel a prompting to pray about any situation(s) in your life?

2) Did you feel led to confess anything?

3) Did any relationship come to mind? What was God asking you to do?

4) What did you do if your mind wandered? Was it hard to bring it back to focusing on Christ?

5) Write down any thoughts, feelings, or verses that came to mind while practicing this discipline of silence as you were "clearing the receiver."

TIME MANAGEMENT

Objective: Every volunteer can use their time more wisely by following 5 time management principles.

Materials: Weekly time planner worksheet, Scripture verses on time (cut individually), Priorities worksheet

Lesson Time: 65 minutes

Teaser (15 min)

[Pass out the weekly time planner worksheet to every volunteer.]

We all have the same amount of time each day. Many people leave ministry because they “just don’t have time” or because they burn out due to a life out of balance

As best as possible, I'd like you to write out how you spent the past week. I'm handing out a weekly time planner worksheet. On each of the 7 days, put in all your committed time such as job, church, Bible study, fun, ministry time, family meals, etc. When you're done, we'll get into groups of 3 or 4 people and discuss your week.

[Give the students about 7 minutes to fill out the worksheet. Put them in groups of 3-4 people to discuss these questions.]

Do you have more or less time than you thought? Where were the discretionary times? We all have the same amount of time, but we use it differently. Does it seem that some people in the group get more done in their daily 24-hour allotment?

Essentials (30 min)

Time is a huge commodity of life and we live in a culture that is far too busy. Often we value our time more than our money. God not only calls us to be a steward of our money, but also of our time. Let's look at some Scriptures that give us God's perspective in using our time.

[Hand out the Scripture strips. Have students read them aloud.]

What are these Bible verses saying to us?

How many times have you said to yourself, "I wish there were more hours in a day." or "I desperately need an extra day in the week."? Most of us have felt the pressure of time commitments. It's interesting to note that Jesus was able to complete the

work given to Him. And He did it in 3 years and never do we see him in a hurry.

[Read John 17:4.]

Jesus was able to differentiate between the urgent requests and the important requests asked of Him.

Today we want to look at 5 principles that should help you make the best use of your time.

1) Set Priorities

The first step is to set priorities and discover what's important in your life. Jesus had time to finish His work because He didn't let the urgent things crowd out the important tasks. If we're not careful, our schedule will rule us, rather than us ruling our schedule. People will demand our time unless we are able to prioritize. We must know which things are important and when to say no to other demands.

[If you have the materials, try this illustration visually. You can use golf balls, golf tees, sugar, and water.]

Stephen Covey, in his book First Things First, gives the following illustration. If you fill a jar with big rocks, you might think the jar is full. But you can add gravel which fits into the spaces between the rocks. Likewise, sand can fill the remaining gaps. When the jar seems full of rocks, gravel and sand, you can still add water, which fills in the air spaces. Our top priorities are like the big rocks. If we don't do them first, will we have room later to fit them in? The big rocks would never have fit into the jar if they were added after the gravel, sand, and water.

Before you set your priorities, you must discover what they are. Determine which relationships or things are most important to your life. One way to discover what those things are is to look at your checkbook or your daily schedule and see what comes up most often. If you don't like what you see, it's possible that your schedule is out of control. You may have a desire to spend more time with your family but the schedule shows that work is crowding out your available family time.

As you're setting your priorities, remember, in Youth for Christ, we value balanced living. We can't preach a balanced life to kids if we're not trying to do the same ourselves. We must develop the physical, spiritual, intellectual, and social areas of our lives.

2) Schedule Your Time

Determining your priorities leads us into another step of time management, which is scheduling your time. This assumes that you are keeping a daily calendar. There are lots of good systems available. The key is to use one of them in a disciplined manner.

(You may want to take time to ask students to share which system they use)

Four suggestions for scheduling your time are:

- 1) Ask yourself at the beginning of the week what you will accomplish this week in relation to your priorities (e.g. exercise, date with spouse).***
- 2) Keep an ongoing "To Do" list, always categorizing items in terms of high, middle, or low priority. Items categorized as low can be viewed as fast, friendly, or fun tasks. They should be done when you need a break or have unexpected waiting time. High and middle priorities should be done at the beginning of the day when you are more focused and have more energy.***
- 3) Take 20 minutes at the beginning of the day to plan your day. Look at your "To Do" list and mark which high priorities you will do first.***
- 4) Block out discretionary time for ministry. In doing so, you can plan time to meet with kids. In this way, other demands don't crowd out ministry time.***
- 5) Don't forget Sabbath rest time. You will need to have scheduled time or you will never do it. It isn't about napping, its about ceasing what you HAVE to do in order to do that which brings you life. We need moments of Sabbath rest each day as well as a day a week. God modeled Sabbath rest for us not because He needed it but because he knew we would need it.***

3) Stay Focused

Of all the principles of time management, none is more basic than concentration. People who have serious time management problems invariably are trying to do too many things at once. Peter Druker, an authority on business and time management practices, says, "Time management takes perseverance and self-discipline but no other investment pays higher dividends."

Staying focused is best accomplished through an uncluttered work space and uninterrupted time while working on a project. Try to complete one task at a time. If other things come to mind, write them on your "To Do" list.

4) Stop Rash Decisions

Another way to effectively manage your time is to avoid making commitments on the spur of the moment. Have you ever said yes to doing something and later regretted that decision? We have a hard time saying no to the many daily opportunities afforded us. We have to accept that we will not be able to do it all. If we do, we will become a slave to our calendar.

A helpful way to deal with requests from others is to create a buffer. Buffers help take the decision out of the emotional realm. Ask the people making requests of your time if you can get back to them in the next couple of days. This will help you evaluate the request in light of your schedule and your priorities. You will feel better about any commitments you make when you've actually chosen them rather than been pressured into them. Remember, every time you say yes to something you are saying no to something else.

Sometimes you will be approached with a request that a person deems urgent. It is easy to get caught up in the person's urgency and be distracted from what's important for you to do. This is one more reason it is important not to agree to do something on the spot.

5) Seek God's Guidance

An overriding principle of time management is to seek God first. As you plan your day or consider people's requests, seek God and ask Him for guidance as you make decisions about your time. Also, as we seek Him first it will help put into perspective the important things in relation to the urgent.

Activity (15 min)

[Hand out the priorities worksheet. Each volunteer should answer the questions individually. Allow 7-8 minutes. Ask the group if anyone cares to share an observation from doing the exercise. Then have them choose a partner. They should pray about something that surfaced while doing this exercise.]

Conclusion (5 min)

God tells us in His word that we need to be stewards of the time given to us each day. Being disciplined in our use of time maximizes our opportunities. The five principles we've discussed--setting priorities, scheduling your time, staying focused, stopping rash decisions, and seeking God's guidance--will help you manage your time in an efficient manner.

As you plan for the upcoming day, look back on the previous day and see what yet

needs to be done and what worked well. Thus, you can learn your own personal method of effective time management.

Time management is a lifelong activity. It is a continual challenge and skill that must be learned and refined. Ephesians 5:15-17 commands us to make the most use of our time. Therefore we must be aware of how we use it. Poor management of time can keep us from ministry.

Time is the commodity of our culture. We must be aware of its importance in our lives in order to be effective ministers and good stewards.

Homework

- Read Tyranny of the Urgent booklet by Charles Hummel (I.V.P.)
- Discuss next time.
- Other suggestions are:
 - First Things First by Stephen Covey
 - Ordering Your Private World by Gordon MacDonald
 - Managing Your Time and Life by Alan Lakein
 - The Rest of God by Mark Buchanan

Scripture Verses on Time

"Seek first his kingdom and his righteousness, and all these things will be given to you as well"

Matthew 6:33

...make the most of every opportunity."

Colossians 4:5

"Be very careful, then, how you live - not as unwise but as wise, making the most of every opportunity ..."

Ephesians 5:15-16

"Teach us to number our days aright, that we may gain a heart of wisdom."

Psalms 90:12

"Very early in the morning, while it was still dark, Jesus got up, left the house and went off to a solitary place, where he prayed."

Mark 1:35

PRIORITIES WORKSHEET

A. The top priorities in my life are:

1)

2)

3)

4)

B. Evaluate your schedule from last week according to the principles discussed. How did your week reflect your priorities listed above?

C. What projects did you complete from beginning to end?

D. Did your week exhibit a balanced life?

E. Where did you waste time?

Time	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

WEEKLY TIME PLANNER

6:00am
7:00am
8:00am
9:00am
10:00am
11:00am
12:00pm
1:00pm
2:00pm
3:00pm
4:00pm
5:00pm
6:00pm
7:00pm
8:00pm
9:00pm
10:00pm

YOU AND THE YFC MISSION

Objective: Every volunteer needs to understand the YFC mission because of four foundational beliefs.

Materials: 2-page worksheet

Lesson Time: 75 minutes

Teaser (10 min)

We're going to do an exercise that may be difficult for some of you, but I want you to try. Take a moment to fill out the exercise at the top of your worksheet. Answer as honestly as possible.

[Encourage the group that you are not there to fudge but to help one another grow. Give them one minute to work on it. After they have completed the exercise, designate the four corners of the room as #1, #2, #3, and #4. For each statement, have everyone move to appropriate corners for their answer. Solicit a couple of people to respond to the following questions.]

1) Would anyone be willing to share why you're standing where you are?

2) If you're not where you'd like to be, what would it take to get closer to that place?

[Once you have a few answers, go on to the next statement in the worksheet. Try not to put people on the spot. Debrief this exercise.]

I hope this exercise shows you that we all have different experiences and levels of giftedness when it comes to youth evangelism. In the lesson today, we want to examine the truths that are foundational to the mission of YFC.

Essentials (40 min)

[In this essentials section, you're going to teach the foundational beliefs that undergird the mission statement of YFC.]

YFC's vision and mission statements were created to give us a definition of who we are as an organization. What stands out is that we love Jesus and we love kids. Let's read the Youth for Christ VISION statement out loud together:

As part of the body of Christ, our vision is to see every young person in every people group have the opportunity to make an informed decision to become a follower of Jesus Christ and to become a part of a local church.

The YFC MISSION statement is

YFC reaches young people everywhere, working together with the local church and other like-minded partners to raise up life-long followers of Jesus who lead by their godliness in lifestyle, devotion to the Word of God and prayer, passion for sharing the love of Christ and commitment to social involvement.

Today we're going to examine 4 beliefs that are implied or stated in the vision and mission statements. We'll look at the Biblical basis of these beliefs and how they apply to our ministry with teens.

I. Foundational Belief #1: YOUNG PEOPLE ARE SEPARATED FROM GOD.

[It is important for volunteers to understand that kids are lost and need a Savior. This point drives home that truth.]

We have all fallen short of God's standards of righteousness. No one is good enough or can work hard enough to earn salvation. But God has provided a way for all sinners to be reconciled to Himself. Through God's son, Jesus Christ, we receive forgiveness for our sins and eternal life. Look at your worksheet. I need 3 people to volunteer and read the verses under letter A.

[Volunteers read the following verses: Isa. 53:6; Rom. 3:23; 6:23-24. These all emphasize that people are lost.]

We have all sinned and fall short of God's standards. There is no one that is righteous enough. These verses tell us that the result of our sin is spiritual death. Not only does the Bible tell us we're separated from God, we just have to look around our world to know we're lost. We all can see how our society has reaped the harvest of rejecting God and His truth. The negative effect on the latest generation of youth is profound. Just to give you an idea of this lost generation, listen to these statistics.

8,760 teens die of suicide each year

1.1 million teenagers get pregnant each year and 48% have abortions 47% of runaways are 15-16 years old

9000 teens per day (3.2 million a year) get a sexually transmitted disease

[Recite current statistics on suicide rates, pregnancy and abortion rates, murder rates, runaways, and drug/alcohol abuse.]

To bring this to a more personal level, let me give you an example of one young person I currently know who is/was lost.

[Give a personal illustration or observation about lost youth from your ministry.]

Because YFC knows young people are lost, our mission is to tell them the life-changing message of Jesus Christ. This brings us to our second belief.

Foundational Belief #2: THE GOSPEL OF JESUS CHRIST IS LIFE-CHANGING.

The Good News of Jesus Christ can make a difference in the lives of teenagers. Note the 3 verses listed under the Biblical truth about the Good News on your worksheet. On your own, look up the verses and write down the difference the Gospel makes in a person's life.

12 Cor. 5:17; Titus 3:5; John 1:12. These verses illustrate that the Gospel has power, changes lives, and meets the needs of those separated from God.]

There are many examples of changed lives in Scripture. Let's look specifically at 3 of them: Zaccheus (Luke 19), the woman at the well (John 4), and Saul (Acts 9).

[Choose these characters from Scripture to illustrate how the power of the Gospel changed their lives. Feel free to use others that come to mind.]

Zacchaeus was a wealthy but despised tax collector. He welcomed Jesus into his home and was so moved that he gave half his possessions to the poor. On top of that, he promised to pay back four times the amount he had cheated anybody. In essence, Zacchaeus was giving up his career for Jesus.

The Samaritan woman from Sychar was living with a man who wasn't her husband. Upon meeting Jesus at the well, and conversing about living water, she acknowledged that He was the Messiah. Returning to the town, she summoned the people to come see the Christ. Many of the Samaritans believed because of her testimony. Her changed life spoke of the power of God.

Saul was among the men who stoned Stephen. He was traveling to Damascus to arrest and imprison Christians when he was confronted on the road by Jesus. Humbled by the experience, he spent time with the believers in Damascus. Then he began to preach in the synagogues that Jesus is the Son of God. The high-ranking Jews who heard him were astonished. They remembered his original mission. But Saul's testimony was so powerful that the Jews conspired to kill him. He was preaching a different message.

We see that all 3 people had their lives altered dramatically after an encounter with Christ. This change would not have occurred without meeting Jesus. We need to introduce teens to our Savior. There are different ways to bring the life-changing message to today's youth, which leads us to Foundational Belief #3.

III. Foundational Belief #3: CHRISTIANS ARE RESPONSIBLE TO COMMUNICATE THE GOSPEL.

In Scripture, we are commanded to communicate the powerful message we have received. Would some of you be willing to read the following passages to us?

[Have volunteers read Matt. 28:19-20; Rom. 1:16; and Rom. 10:14.]

The Great Commission tells us to go into the world and make disciples. We are not ashamed because we know that the Gospel brings salvation to all who believe. However, teenagers cannot believe unless they have heard the message. So we, as YFC staff, are dedicated to bringing the Good News to young people in a way they can understand.

There are different methods of communicating the Gospel. How we live our lives, how we talk, and the attitude we exhibit before people conveys our message. For example, Matthew 5:16 shows how our lifestyle is important.

[Read Matt. 5:16 for the class.]

Jesus gave us a perfect example of servanthood in His life on earth. Serving is another way we can show we care.

[Read Mark 10:45 out loud.]

Along with the proper behaviors, we must give verbal acknowledgement that Jesus makes the difference. Let's read Colossians 1:28 and 1 Peter 3:15 together.

[Have 2 volunteers read these verses.]

Christians use a combination of these three styles in communicating the Gospel: lifestyle, service, and verbal. But please understand that although the first two are important (lifestyle and service), it is crucial to verbalize the Gospel. Otherwise people might not know that the difference they see and admire in someone is Jesus. That why 3Story is such an incredible way of life, it allows us to show Jesus to people in our own lives, in the way we listen and serve and love, and we also verbally share God's Story.

Now that we know how we should communicate the Good News of Jesus Christ, to whom should we bring the message?

IV. Foundational Belief #4: WE NEED TO REACH OUT EVERY WHERE YOUNG PEOPLE ARE LOCATED.

The Bible tells us we need to reach out to all lost people. Let's look at Acts 1:8 and Matthew 28:19-20.

[Either you or a student should read these verses.]

We need to be witnesses throughout all the earth, in our communities and also around the world. As we go into the world, we teach teens how to live by God's standards.

When thinking about reaching young people as the mission statement says, we must think of their different cliques or subgroups. The term "in every people group" describes students on campus, young people in institutions, or neighborhoods as well as subgroups within the school.

We can define a young person by geographic region; for example, by school, institution, neighborhood or urban community. Or we can look at their diversity. What ethnicity are they? Do they belong to a subculture group such as musicians, gangs, or jocks?

Once we've located all the possible teenagers within our area, there are various methods available to reach them.

[The following are examples of YFC methods. Feel free to add others that your chapter may have.]

Some YFC opportunities to connect with teenagers are:

- 1. Campus Life 2. Campus Life Middle School***
- 3. JJM 4. Teen Moms 5. Friend to Friend 6. City Life***

Within each of those Core Ministries we see kids who are pregnant, outcast, homeless, struggling with disabilities, in trouble with the law, trying to follow Jesus, parenting, addicted, in foster care, and the list goes on and on.

So, in a nutshell, we have young people from different subgroups who are lost and need the life-changing message of Jesus Christ communicated to them in a relevant way.

Activity (20 min)

Let's talk about the concept of being lost and its ramifications. I have two questions for you:

1) What does it mean to be lost? How does it feel?

[Get input from the group and discuss together.]

2) What are the costs involved in working with lost youth?

[Again let the volunteers give input.]

Now break into triplets to discuss the following questions.

1. What apprehensions do you have when working with lost kids?

2. How was the Gospel communicated to you?

3. Rank the ways of communicating (from Belief #3) from easiest to hardest for you. How can you incorporate the more difficult ways into your life?

Conclusion (5 min)

[Reiterate the 4 foundational beliefs. (If there is time, you might want to personalize the beliefs and how they have motivated your ministry. For example, share how the realization of lost kids motivates your ministry.)]

As we have seen, there are many ways to communicate the Gospel and these work together. However, we must not fall short of verbalizing the Gospel.

Let's say the mission statement together one more time. To communicate.

Okay, now I want you to turn to a neighbor and recite the mission statement without looking at your worksheets. Have your neighbor recite it back to you.

Let's pray together out loud and bring before the Lord the names of lost kids we know.

[Lead the group in prayer. Encourage them to name the teens that God puts on their hearts.]

Homework

- Memorize the YFC mission statement. Be ready to quiz one another at the next staff meeting.

- Define "your" mission field (e.g. does the volunteer feel called to drama students, tennis players, a particular ethnicity, or gang members?).
- Have volunteers list 5 lost kids in their ministry to pray for consistently. Have them take the list to their next team meeting and share with the others who they are specifically praying for.

WORKSHEET

I. Youth Evangelism Exercise:

Answer the following descriptive statements.

Not Descriptive Somewhat Descriptive, Descriptive, Very Descriptive

- A. I am comfortable being around non-Christian young people.
- B. I am committed to reaching lost youth.
- C. I am confident in sharing the Gospel with young people.
- D. I see myself as an evangelist.

II. The YFC Mission: To communicate the life-changing message of Jesus Christ to every young person.

I. Foundational Belief #1: YOUNG PEOPLE ARE SEPARATED FROM GOD.

A. Biblical truth about separation from God

Isaiah 53:6--

Rom. 3:23--

Rom. 6:23-24--

B. Social indicators of a lost generation

II. Foundational Belief #2: THE GOSPEL OF JESUS CHRIST IS LIFE-CHANGING.

A. Biblical truth about the Good News

- 2 Cor. 5:17
- Tit. 3:5
- John. 1:1

. Examples of changed lives in Scripture

III. Foundational Belief #3: CHRISTIANS ARE RESPONSIBLE TO COMMUNICATE THE GOSPEL.

A. Biblical truth about God's mandate to communicate the Gospel

Matt. 28:19-20--

Rom. 1:16--

Rom. 10:14--

B. Ways of communicating the Gospel

1. Lifestyle: Matt. 5:16

2. Service: Mark 10:45

3. Verbal: Col. 1:28; 1 Pet. 3:15

IV. Foundational Belief #4: WE NEED TO REACH EVERY YOUNG PERSON WITH THE GOSPEL.

A. Biblical truth about reaching the lost

Acts 1:8--

Matt. 28:19-20--

B. Definition of every person

1. Geographic
 - a. school

- b. institution
- c. neighborhood/ urban communities

2. Diversity

- a. ethnicity
- b. subculture group (jocks, musicians, gangs)

C. Various methods of reaching teens

5 ESSENTIALS

(we highly recommend that you as a community go through the online class on the 5 Essentials. It can be found on YFC Impact and easy to project on a screen and used allow your group to learn together. You could make this topic a series over a few weeks so that you can do the online learning in manageable chunks and also incorporate this lesson)

Objective: Every volunteer should be aware of the 5 Essentials for fruitful and sustainable ministry.

Materials: 5 Essentials handout and color postcard. (downloadable and available at YFC Impact

5 Poster board with one essential listed on each piece. Markers.

Lesson Time: 45 minutes

Teaser

Hold up a piece of fruit and ask audience to help you list everything that was essential in order for this piece of fruit to wind up in your hand. (What made the tree it came from fruitful and sustainable?)

Essentials

Just as there are some essentials for this fruit to be produced, we know there are some essentials for the YFC ministry to be fruitful and sustainable.

Go through the 5 essentials handout and discuss what each one means. Also handout the postcard.

Lead a discussion about how people feel about the essentials OR lead a question and answer time.

Activity

Look again at each essential, think about how the ministry you do in your local ministry site carries out the essentials. Now, go to the poster boards hung around the room and write what you do that addresses that particular essential. (*give time for this-once people are done, turn the boards over*)

Now, go again to each board and write an idea you have that isn't currently being done that would help us live out this essential more fully. (*give time for people to write ideas*)

Pull everyone back together and give time to discuss each side of both boards.

Stop and thank God for how you are living out the essentials and for help in implementing new ideas.

Conclusion

Our deep desire at YFC is to produce fruitful and sustainable ministry and we believe a focus on these 5 essentials will help us. I invite you to contribute to this by filtering our ministry through these and by helping all of us keep these in mind.

Homework

- Memorize the 5 Essentials
- Pray about how God wants you to grow in each of these areas.
- Put the postcard some where you will see it regularly and remind you to pray for YFC.

FOLLOW UP

Objective: Every volunteer can help a new believer build a Christian foundation by practicing these follow-up steps.

Materials: Follow-Up Action Steps handout, Living The Story (available in a HS and MS versions, Order at yfcresources.net). If you choose to use different curriculum, have that available in place of Living the Story.

Evaluating Strengths and Weaknesses of Follow-Up Curriculum handout

Lesson Time: 60 min

Teaser (10 min)

We are going to do an impromptu scenario today. I first need two volunteers. One person will be a teen who has just received Christ. The other will be a YFC staff person. We will pick up the scenario just after the teen has prayed to receive Christ. The staff person begins the dialogue. What do you do next after salvation decision?

[Pick two people to role-play these parts. Make sure they understand what to do. Basically the staff person is doing follow-up. If the staff person gets stuck, he or she can turn to the audience and yell Help! The volunteers can then coach them along with suggestions.]

Essentials (25 minutes)

Why is follow-up so important? When we share the gospel with a teenager and they receives God, they are born into Christ's kingdom. As a baby, they need nurturing and care. Follow-up is akin to parenting. What parents would leave their newborn infant to fend for itself? In the same manner, we need to help new Christians as they take their first steps. If you are willing to share Christ with others, you must be committed to follow up. A willingness to evangelize should mean a commitment to post-evangelism. It is crucial that you make sure the new Christian is followed up.

Our goal is to get kids actively involved in a church community. In order for that to happen, we have to help them. At a minimum, we recommend that a staff person meet with the teen 6 times. This could be one-on-one or in a small group of other new followers of Jesus. They should also include two visits to a church service with the new believer. The following handout lays out some practical steps of follow-up. Let's look at each one more carefully.

[Pass out the Follow Up Action Steps handout. Feel free to elaborate on any of the

ideas mentioned. There are 2 parts - the steps of the process and the 3 most common roadblocks.]

Activity (20 min)

[Divide the volunteers into groups of 3 and assign each group one chapter. Modify this for the size group you have.]

The purpose of this activity is to familiarize you with Living the Story as follow-up curriculum. In groups, I want you to read through your assigned chapter. What are the strengths of the chapter? What areas might evoke questions from non-believers and new believers? Brainstorm 3 probing questions to help kids wrestle with the lesson.

[If you are not using Living the Story, you can still do this exercise with your chosen curriculum.]

Conclusion (5 min)

Follow-up is the beginning of discipleship. It is post-evangelism. Ultimately, the goal is to get the new believer to attend church regularly. Believe it or not, there is a Christian subculture. Christians have certain words or phrases and customs that are different. The new believer needs time and guidance to get acclimated.

[You might want to relate a funny anecdote about someone misunderstanding of Christian lingo to make your point.]

Evangelism is important, but once the "sheep are in the fold", how are we helping them? We need to meet regularly with them as they begin their journey. In the process, they learn how to continue walking with God. In any new endeavor, it is always nice to have someone with whom you can ask questions and get honest answers. As the follow-up person, you have the privilege of watching their "first steps". The investment of time in the beginning is well worth it. If you don't have the time to follow-up on someone, please make sure you get a partner to help. We don't want to have a church full of stillborn babies! Following the steps we've outlined today, I'm sure you will find the task rewarding and fulfilling.

Homework

- Study the rest of Living the Story (or the follow-up booklet you used) so that you are comfortable with the material.

SUGGESTED RESOURCES:

MY HEART- CHRIST'S HOME

LIFE'S GREATEST ADVENTURE (student tract)
YOUR MOST IMPORTANT RELATIONSHIP

EVALUATING STRENGTHS AND WEAKNESSES OF FOLLOW-UP CURRICULUM

What are the strengths of the chapter?

What areas might evoke questions from non-believers and new believers?

Write 3 probing questions to help teenagers wrestle with the lesson.

FOLLOW-UP ACTION

Follow-Up Steps:

1) Assurance of decision

When a kid accepts Christ, there can be jumbled emotions. Accept feelings that are displayed (crying, giggling, numbness, etc.). Express your joy and welcome them into the family of God. Some verses that would explain what has happened to them are 2 Cor. 5:17, Rom. 10:9-10, and Heb. 13:5. Make sure they have a Bible. Alert them to possible doubts about what has happened. Let them know this is normal. Assure them you will call them in the upcoming week.

2) Commitment to growth

Have the new believer agree to three things before you depart:

- a) They must tell 2 people what has happened to them (Rom 10:9-10)
- b) They will meet for 6 follow-up appointments. (Depending on where you are, get a commitment to meet in the next two days or call them within 48 hours to set up an appointment.)
- c) They will read the book of 1 John. Help them to understand that growing in their new faith is a life-long process.

3) Meet within 5 days of their decision to begin the first steps

4) Start follow-up appointments

Choose an appropriate curriculum for the student. (We suggest Living the Story published by Youth for Christ/USA.) Two suggestions for using the booklet are:

- a) sitting and doing the lesson with the student. In this way, you can make sure they are doing the work without it feeling like homework. Another advantage is that the teen can focus on Bible reading between appointments.
- b) sending the booklet home and having the student complete the lesson. In this way, the appointment is spent reviewing the booklet, answering questions, and discussing any issues raised. The advantage here is that less time is spent filling out the booklet and more time is available for discussion and clarification.

5) During the process of follow-up, make sure the teenager attends church.

Encourage him/her to go with his/her family if the family attends a church. Other options are attending church with a student leader or bringing him/her with you to your place of worship. It is important to help the student settle into the church he/she will most likely attend after follow-up is over.

6) Keep a record of decision and follow-up appointments on ministry report forms and YFC Impact

7) At the end of the booklet, review their progress and make a plan for the next steps of growth.

1) If they don't seem interested .

- a) Don't give up. Try 3 to 5 times. Pursue them.
- b) Lovingly confront. "I care about your growth. You don't seem to be moving forward". Review their decision. If they're still not interested, give them space.
- c) Follow-up with one of their friends or as part of a group of believers. This can be less intimidating.
- d) Assure them of your friendship. Invite them to church.

2) If they can't read.

- a) Walk through the process in the booklet. Read it to them.
- b) May not admit they can't read, but are reluctant to try. Assume it is a trouble spot and read to them. If it is a close relationship, you could ask sensitively.

3) Parents not allowing follow-up ... (especially with middle school students)

- a) Ask to meet with the parents. Show them the material.
- b) Tell them your plan to meet once a week. Suggest the possibility of meeting with more than one kid at a time.
- c) If parents are leery because of their denomination, take material to a pastor or priest you know in their denomination and get a recommendation.
- d) Be respectful of the parents. Don't go behind their back. Leave the materials with the student if possible and pray for open hearts.

TURNING THE CORNER

Objective: Every volunteer can have intentional conversations with teens about the truth of the Gospel by following 3 strategies.

Materials: Turning the Corner grid handout

Lesson Time: 60 minutes

Teaser (10 min)

Would anyone here be willing to briefly share how they came to know the Lord? How was the Gospel presented to you? How did the person get you to talk about spiritual things?

[Allow the volunteers to share their conversion stories. Keep them focused and try to emphasize the way they heard the Truth.]

Essentials (20 min)

God draws people into His kingdom through many different ways. Often we refer to these as doorways. These doorways are simply the need in our lives that we discover Jesus can fill. There are many doorways. Loneliness, acceptance, fear of death, need for significance, search for a Father are just a few examples of doorways.

Scripture is full of examples of how early Christians were confronted with the Truth and believed.

Some people, after hearing the Gospel, make a decision to follow Christ. Chapters 2 and 4 of the book of Acts record how the church grew in numbers when people responded to the Gospel message preached to them. Peter was out fishing when the Lord called him to come follow. The woman at the well (John 4) spoke with Jesus and then recognized Him as the Messiah. Zacchaeus (Luke 19), after being chosen to host the Lord and His disciples, made a decision to follow Jesus which led him to return fourfold any money he had taken unfairly.

The conversion experience of some people happens as a result of a growing awareness of the Lord's presence. Often this is true of people who grow up in Christian homes. They come to accept the faith of their parent(s) as their own. Timothy is a good example of this (2 Tim 1:5).

Divine intervention is another way that people come to the Faith. Saul, a persecutor of Christians, was on his way to Damascus when he was confronted by the Lord (Acts 9). This experience was life-changing! Saul became Paul, the enthusiastic evangelist and prolific author of many New Testament letters.

Acknowledging that people vary in the way and reasons they come to know the Lord, how do we use the opportunities God gives us to share the Gospel?

There are 3 practical strategies we can use:

1) Create an open environment

Building trusting relationships with young people usually creates an atmosphere that is conducive to honest questions. As young people search for meaning in life and struggle with their identity, a Christian leader has a wonderful opportunity to discuss how the Gospel addresses those issues. It's imperative for us to create safety within our small and large groups. As they open up, you'll discover many opportunities to turn conversations to the Gospel.

2) Create bridges to connect conversations to spiritual truths

Our challenge is to find ways to connect conversations to spiritual truths. There are lead-in sentences that can help "turn the corner" in our conversations. For example, if Tamara comes to you sad because she and her friend had a falling out and she feels alone, a possible way to address her would be to ask if you could share how you've dealt with loneliness.

[This would be a good opportunity to share a personal experience when you bridged the conversation to spiritual issues.]

Let's take a minute and brainstorm 5 other lead-in sentences that could be used in conversations.

[Encourage the group to come up with some possibilities.]

3) Create opportunities to choose

Our job is to provide opportunities for kids to make choices. This happens in large group settings, a small group, and especially in one-on-one appointments. On a regular basis, invite young people to seek out yourself or other staff members to further discuss questions they may have about Jesus. It's also important to pursue comments kids make in group settings on a one-to-one basis. One-on-one is optimal because it answers individual questions and relates Gospel truths to his/her particular needs.

We must understand that acceptance or rejection of the Gospel is not directed at the messenger. Many times we feel a personal rejection when a person chooses not to accept the claims of Christ. Remember that they are rejecting the message and not you as the messenger. This frees us to continue to pursue a relationship and present the Gospel as opportunities arise in the future.

Activity (25 min)

We'd like you to set up role plays where Youth for Christ staff are conversing with a teen and trying to connect the topic being discussed with the Gospel.

[We have purposely not created situations with "needy" kids who are depressed, lonely, and wanting answers. These are just "normal" kids who need to know the truths of the Gospel also.]

Half of the group will be teenagers. The other half will play the role of a YFC staff person

[Take the group that will be students outside the room. Give them the ground rules. The "teens" should NOT ask about church or God or, in any way, prompt the YFC staff person. They should choose one of the following topics and be talking specifically about either: a) sports; b) a dating situation; c) school; d) sibling rivalry; or e) college decision.]

Those of you left in the room will be YFC staff. You are in a conversation with a teen in your ministry. They're struggling with an issue. Try to bridge the conversation and tie it to God and/or spiritual truths. Do not share the Gospel! Just make a connection from the student's issue to a spiritual truth.

[Have the "staff people" spread out around the room. Bring in the "teens" and have them pick one person with whom to share their problem. After 5 minutes, have the group switch roles and find a new partner. In this way, each participant gets the chance to play both roles.]

Let's debrief this experience as a group.

- 1) How did it feel trying to tie conversation to spiritual truth?***
- 2) As a staff person, how well do you think that you bridged the conversation to spiritual truths?***
- 3) As a staff person, how did you decide when it was time to interject spiritual truth?***
- 4) When you were playing the role of student, how did you feel when the staff person made the spiritual connection? (Was it really a connection or was it forced?)***

CONCLUSION (5 min)

Being able to turn a conversation to spiritual truths is challenging, yet necessary. We are not helping teenagers if we never confront them with the truths of the Gospel found in Scripture. Ultimately we want them to receive the life-changing message of Jesus Christ.

When you meet with kids, remember the importance of Spirit-led boldness. You must recognize that a variety of experiences bring people to the Lord. Our job is not to play God, but to be open to the Spirit's leading. When we create an open atmosphere, teens feel free to let down their defenses and talk openly about their struggles and confusion with regards to Christianity.

Once the salvation message has been given, young people have a right to accept or reject it. We must give young people the respect of their own choice. If they choose to walk away from eternal life, then we need to continue to pursue them in love. They should know that our friendship is not dependent on a decision.

Although we would like to see them in the Kingdom, we respect their choice to deny Him. If students deny the Gospel truth, we should continue to spend time with them, pray for them, and assure them of our care and concern.

Presenting the spiritual truths to non-believers should become a part of your everyday conversations. Practicing "turning the corner" makes Gospel confrontations more natural. We've designed a worksheet to help you improve in this area as part of the homework. Let's consistently pray, asking God not only to open up opportunities, but for the insight and boldness to take advantage of them.

Homework

- See "Turning the Corner Grid" on next page. In 2 weeks, meet with a staff person to discuss follow-up.

TURNING THE CORNER GRID

1. Each time you meet a student, add their name to your list.
2. As soon as possible record what you feel is their spiritual condition.
3. Set an appointment in which you will "turn the corner" in conversation.
4. Record the result and a possible further action required.

STUDENT NAME

SPIRITUAL CONDITION

DATE FOR MEETING

FUTURE ACTION

RESULT

GETTING KIDS INTO CHURCH

Objective: Every volunteer can be the link in connecting new believers with a local church by implementing 10 practical ideas.

Materials: **Chalkboard or whiteboard**

Lesson Time: **50 minutes**

[This lesson is good to teach after the lesson on Follow Up.]

Teaser (10 min)

There are three parts to the vision statement of Youth for Christ. They are the vision, purpose, and strategy of the ministry. What is the vision of YFC?

[See if students know this - "To communicate . . ." This should be easy if the lesson on evangelism has been done.]

Communicating the life-changing message of Jesus Christ to every young person is an awesome task. Once the message is received by youth, YFC believes that responsible evangelism means to disciple and lead them into the local church.

[Elicit responses for the next four discussion questions from the volunteers.]

- *Why is getting kids settled into a church part of responsible evangelism?*
- *What might be intimidating for a new believer going to church for the first time?*
- *If you could arrange for a positive first visit to church, how would it go?*
- *What would you say to a kid who says that church is boring and only for old people?*

Essentials Part I (10 min)

We at Youth for Christ feel God calls us to be involved in the local church. Hebrews 10:24-25 states that believers should meet together for mutual encouragement and edification. The held assumption is that volunteers will be active participants in the local body of Christ. We can't expect our kids to be faithful church members when we aren't ones ourselves.

Part of our mission statement says that responsible evangelism means leading new believers into the local church.

We want to talk about the fundamentals involved in bridging kids into the local

church. Why is it necessary? There are four reasons that merit consideration:

- 1. To begin a lifelong spiritual pilgrimage (our ministry is not lifelong)
(John 15:16),**
- 2. To consistently learn and grow in God's Word (2 Tim 2:15, 3:17;
Ps 119:9-11)**
- 3. To know and be encouraged by fellow Christians (Hebrews 10:24-25)**
- 4. To learn how to worship (John 4:23-24)**

Activity (15 min)

[Brainstorm a list of ideas of how to get a new believer involved in a local church. Debrief ideas on a whiteboard or chalkboard. Another list to brainstorm is what needs to be explained about a typical worship service (e.g. offering, type of music, Lord's Prayer, theological phrases like "redeemed by the blood," etc.)]

Essentials Part IV (10 min)

Youth for Christ's stance is that a kid should go to the church his/her family attends. We try not to be divisive in families. However, if they are not involved in a church, here are our suggestions of 10 practical ideas.

[Some of these ideas may have already been discussed in the group activity so you don't need to spend too much time repeating yourself.]

- 1. Take them with you to your church.**
- 2. Introduce them to the youth director of the church.**
- 3. Encourage student leaders to take new believers to their church.**
- 4. Take new believers to church sponsored concerts, youth events, and trips.**
- 5. Meet in church for follow-up meetings or Bible studies.**
- 6. Have youth directors send letter (flyers) to new Christians in your ministry, inviting them to youth group activities.**
- 7. Have youth pastors come and speak to your group.**
- 8. Explain to new believers what to expect in a church service.**
- 9. Teach why church involvement is important for successful Christian living.**
- 10. Build relationships with a variety of trusted churches.**

Conclusion (5 min)

We've discussed 10 practical ways to get kids involved in a local church and you've come up with some more ideas during the activity. We've also looked at why church involvement is important for the new believer.

[You might want to diagram Col. 2:6-7 on a whiteboard or chalkboard.]

Colossians 2:6-7 lays out the continuum for all Christians' growth process. "For just as you received Christ Jesus as Lord" signifies a person's salvation. "Continue to live in Him," indicates their follow-up. "...Rooted and built up in Him" refers to the role of the Church which provides a place for the growth which Paul suggests in the phrase, "...strengthened in faith you were taught." As the new believer begins to mature in their new-found faith, they are grateful to the church for the support received, "overflowing with thanksgiving."

We at Youth for Christ want to be responsible evangelists. We don't want to leave new "babes in Christ" out fending for food themselves, or worse yet, starving to death. We want fruit that remains like Jesus spoke about in John 15:16. Nourishment comes through involvement with other believers and a focus on God's Word and prayer. God ordained the church as a place for His family to meet together and grow as His disciples. This means we must get new Christian young people connected to the church so they will be fruit that remains.

Homework

- Take at least 1 teen to church with you this next week and discuss his/her reactions afterwards.
- Line up a youth director to speak to your group in the next 30 days

CALLING OF A LEADER

Objective: Every volunteer can strengthen his/her call to youth evangelism by discovering the elements of a call to ministry.

Materials: Isaiah 6:1 handout, CD player

Lesson Time: 65 minutes

Teaser (15 min)

[Before the lesson, select volunteers to play the parts of the narrator, seraph, Isaiah, host of seraphs, and the Lord. Once chosen, hand out the worksheet with Isaiah 6:1-8 on it.]

Our lesson today revolves around the calling of a leader. Let's start by doing a dramatic reading of Isaiah 6:1-8. 1

You should already have some volunteers chosen. It would be a good idea to have the "actors" speak from the front of the room. Have them recite their parts as they envision how Isaiah experienced it. If your time is short, just read the passage yourself but read it with emphasis, this is a dramatic call.

Isaiah's call was dramatic. He saw the exalted Lord on His throne. People are still called to ministry, although not always in such a dynamic way. In your opinion, what is a "call to ministry"?

[Generate responses from the group. Summarize their answers.]

Here is one person's understanding of a call.

Fredrick Buechner - Wishful Thinking.

"Vocation" - It comes from the Latin word vocare, to call, and means the work a man is called to by God.

There are all different kinds of voices calling you to all different kinds of work, and the problem is to find out which is the voice of God rather than of Society, say, or the Superego, or Self-Interest.

By and large a good rule for finding out is this; the kind of work God usually calls you to is the kind of work

(a) that you need most to do and

(b) that the world most needs to have done.

If you really get a kick out of your work, you've presumably met requirement (a), but if your work is writing TV deodorant commercials, the chances are you've missed requirement (b). On the other hand, if your work is being a doctor in a leper colony, you have probably met requirement (b), but if most of the time you're bored and depressed by it, the chances are you have not only bypassed (a) but probably aren't helping your patients much either . . . The place God calls you to is the place where your deep gladness and the world's deep hunger meet."

Fredrick Buechner gives us some food for thought in that quote. Some people might be doing ministry from guilt because family and friends strongly suggest that they ought to be in ministry. Others are just compelled to do ministry. Whatever your job is, hopefully it gives you opportunities to minister and utilize your giftedness. YFC is another place that also gives you a vehicle to do ministry, specifically evangelizing lost youth.

Essentials (25 min)

Let's examine the elements of a call to ministry. There is a general call that all Christians should heed. We have all been called to give an account of our own faith and be "salt and light" in the world around us. Let's read Acts 1:8 together.

[Read aloud from your translation.]

Jesus tells His disciples that they will be powerful witnesses throughout the earth. Once a decision for Jesus is made, you automatically become a witness of Christ. The question at hand is, "What kind of witness will you be?" This is the first call on our lives as Christians.

We also are commanded in Scripture to go into the world to proclaim the Gospel. Matthew 28:19-20 records Jesus' parting words, commonly referred to as the Great Commission. He tells the remaining 11 apostles to "Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you . . ." Along with BEING a witness, we are encouraged to GO into all the world with the message of hope in Jesus. But God seems to give certain people burdens that personalize those general calls of being and going.

This brings us to the concept of a personal call. We just read about Isaiah's personal call to preach to the Israelites. He responded wholeheartedly to God's request. Throughout the Scriptures, we see that God calls people unto Himself. He also calls His servants into different ministries. Let's look at some positive and negative responses to a personal call as recorded in Scripture.

[It is suggested that the leader read the stories of Andrew, Jonah, and Moses before the lesson to refresh their memories.]

Matthew 4:19 records Jesus' call to Simon Peter and Andrew. Since they were fishermen, they were casting their nets into the Sea of Galilee. Jesus told them, "Come, follow me and I will make you fishers of men." At once, they dropped their nets and followed Him. They responded without hesitation to His call to evangelize. For a different reaction, we can look at the response of Jonah when asked to preach to the Ninevites. He reacted by boarding a ship headed in the opposite direction of Ninevah! It took 3 lonely days and nights in the belly of a great fish for Jonah to change his mind.

Scripture also records the ambivalent response of Moses. When God appears to Moses in a burning bush and tells him to lead the Israelites to freedom, Moses shows little confidence. He finally agrees to go as long as his brother Aaron can speak for him. Even the miracles God performed for Moses were not enough to persuade him.

Moses did not feel he could speak eloquently. God tried to emphasize that He would be with Moses and guide him. So we see that even Bible characters had various responses to their calls. Now I want you to team up with 3 others, read Exodus 3 & 4, and list observations of Moses' call and His response.

[Allow 10 minutes for this exercise. Debrief each group's findings.]

What is your personal call? How do you define what God wants you to do in your ministry and life? The elements of a call into His work should be consistent with who you are as a person. For example, if you do not like young people, it is probable that God has not called you to work with teenagers. Here are some elements that might help you define your personal call:

- ***A call motivates you to serve God in order to advance the Kingdom***
- ***A call is a privilege; it gives you a place to serve***
- ***A call is powerful, affirming, and validating***
- ***A call is a matter of choice***
- ***A call is compelling ("a burning in my heart")***
- ***A call is fulfilling and satisfying***
- ***A call is dynamic, not static; it may subtly change over time.***

How would you define His call on your life? Some of you may feel uncertain right now. Where are you in the process of determining God's call? Do you feel a personal call to ministry? Is it particular to youth evangelism?

Activity (10 min)

Turn to a partner. I want you to describe, up to this point, your call to do youth evangelism. Think about the characteristics of a call we discussed. Are there any indicators that affirm your call to work with lost kids? How does this fit with how you spend your time at work and home? Relate to your partner your journey so far.

[Give the pairs time to share their understanding of their call at this point. You might want to list, on a blackboard or flipchart, the questions they are discussing.]

Now I'd like you to pray with and for your partner. Pray that God would make His call clearer and continually evident to him or her.

Conclusion (15 min)

We are all called to serve God. We are all called to evangelize, but not necessarily to lost youth. But today we wanted to help you focus on a call to lost youth. Why is that important? It's tough working with lost kids. It can be very discouraging. At times you can go for long periods without seeing any fruit from your labor. Knowing that you have been called, and resting in God's promises, helps you to endure the tough times.

[Articulate your own call to ministry and specifically to youth evangelism. Relate how this knowledge has sustained you through the hard times.]

My hope is that you have been able to clarify God's call on your life today, Whatever your personal call may be, I pray that you will follow God's leading wholeheartedly and without reservation.

Homework

- Pray every day this week that God will confirm His call on your life to work with lost kids.
- Pray every day this week for God's affirmation of a call on your partner's life.

ISAIAH 6: 1-8

**Characters: Narrator Host of seraphs (at least 2)
Isaiah the Lord One seraph**

Narrator: In the year that King Uzziah died,

Isaiah: I saw the Lord seated on a throne, high and exalted, and the train of his robe filled the temple. Above him were seraphs, each with six wings: With two wings they covered their faces, with two they covered their feet, and with two they were flying. And they were calling to one another:

Host of seraphs: "Holy, holy, holy is the Lord Almighty the whole earth is full of his glory."

Narrator: At the sound of their voices, the doorposts and thresholds shook and the temple was filled with smoke.

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

Then one of the seraphs flew to me with a live coal in his hand, which he had taken with tongs from the altar. With it he touched my mouth and said,

Seraph: See, this has touched your lips; your guilt is taken away and your sin atoned for.

Isaiah: Then I heard the voice of the Lord saying,

Lord: "Whom shall I send? And who will go for us?"

Isaiah: And I said, "Here am I. Send me!"

(New International Version)

SERVANT LEADERSHIP

Objective: Every volunteer can be an effective servant leader by incorporating the teachings of servant leadership in Scripture.

Materials: Role play scenarios, "The Towel" handout, 2 flipcharts

Lesson Time: 55 minutes

Teaser (15 min)

Today, we're going to do an exercise that requires dividing the group in half. You will have 3 minutes to brainstorm your answers. We will then come together and share responses. Group #1, I want you to list the qualities of a leader. Group #2, list the qualities of a servant.

[Have 2 flipcharts available for the group to record their ideas.]

Let's compare the qualities that coincide.

[Have the group note the similarities between servants and leaders.]

I'd like some feedback on the following question: "How does Jesus reconcile the idea of someone being a servant leader?"

[Collect their thoughts on Jesus and servant leadership.]

Essentials (20 min)

[This is an interactive time.. Get the volunteers interacting with the information. Grappling with the topic of servant leadership helps volunteers solidify Biblical teachings. Practically, they can begin to emulate Jesus' example.]

Today, we will be looking at servant leadership from the perspective of Jesus, the Bible, and ministry. Servant leadership brings together two words that are normally not connected in our world. Most people view servants as weak and powerless. Leaders are typically depicted as strong and driven.

[Include the descriptions of leaders and servants generated in the opening exercise.]

Yet in Scripture, we see Jesus modeling active leadership with a servant's heart. Why did Jesus Christ value servanthood in a leader?

[Solicit answers from the group.]

Let's look at the powerful example of servant leadership exhibited by Jesus when He washed the disciples' feet in the Upper Room.

[Read John 13:1-17 aloud to the group.]

In Jesus' time, foot washing was delegated to the lowly servant. In the Upper Room, no servant appeared and no apostle volunteered to take on the task of washing dusty, dirty feet. After all, they were preparing for the Passover Feast. They were ready to be alongside Jesus when He came into His kingdom. They didn't understand the idea of a heavenly kingdom. Jesus served them by washing their feet and then strongly encouraged them to do likewise to one another. He set the example. He expected the disciples to follow His lead. What do we learn about Kingdom leadership from this passage?

[Pause for answers after each of these questions.]

What attitude of Jesus is demonstrated by washing the disciples' feet? What were the results of Jesus' serving in this way to the apostles?

Philippians 2:5-8 records Paul's interpretation of Jesus' servant leadership.

[Have a volunteer read the passage.]

Although God, He humbled Himself and became a servant obedient unto death. What a powerful example/ Even Christ's own words attest to His servant's attitude. In Mark 10:41-45, the apostles are mad at James and John because they want to sit at Jesus' side when He reigns in glory.

Jesus explains that "... whoever wants to become great among you must be a servant and ... (that) ... even the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many." He lays down the law of leadership in His kingdom.

Scripture also records descriptive statements of servant leaders. They serve wholeheartedly as unto God [Eph. 6:7]. They also humbly consider others above themselves and have a realistic view of themselves. By not looking out for their own interests, the servant leader can look for the best in others [Phil. 2:3-4].

Consider someone you know who is a servant leader. What kind of attitudes and actions does he or she demonstrate?

[Generate a list with the group.]

Servant leaders are humble and do not seek credit for what they do. They are content in seeing a job well done and don't need the praise of people.

They also have a way of leading that empowers others to do their best. This quality separates the servant leader from other types of leaders. The servant leader's direction will promote growth in his/her followers. Love for God and others will motivate them to serve.

Servant leaders are always looking for ways to help. They see a need and fulfill it. They don't mind "getting dirty" if necessary. The undesirable tasks are done with a servant's attitude. We've all known people who abuse leadership by getting those underneath them to do the "grunt" work. A servant leader doesn't expect others to do what they wouldn't do themselves. Can you imagine how we could turn the world upside down with Christians committed to following Jesus' example of servant leadership?!

I'd like to take a moment to highlight 3 important aspects of a servant leader. 1) Servant leaders are humble. Humility can be demonstrated in many ways.

2) Servant leaders empower others to do their best. They don't need to have all the control. They're willing to give control away.

3) They do not draw attention to themselves; yet they are acknowledged by peers for their giftedness and leadership abilities.

By now, you probably have a good picture of what a servant leader looks like. We're going to get a chance to observe various situations and determine the response based on our understanding of servant leadership.

Activity (15 min)

Let's separate the class into 3 groups. Each group will have a scenario to act out for the rest of the group. After acting out the scene, you will turn to the audience and ask them, "What would you do?" Then we will discuss the options from the viewpoint of a servant leader.

[Copy the activity handout. Cut out each scenario and give one to each group. Allow time to get organized for the role-plays.]

[If your class is small, you might want to have each group read through their situation and come up with a solution. Then they could share their scenario and solution with the whole group.]

We're faced daily with these types of situations. Sometimes it's hard to be a servant. What is hard about being a servant?

[Elicit answers from the group. If you have time, you might want to discuss with the

group the difference between a "doormat" and a "servant" Many people struggle with this one. It is a fine line. Feel free to add any situations that would depict the difference.]

Conclusion (5 min)

It is clear that Scripture teaches us to be servant leaders. We have looked at how to follow the model of Jesus. We've also looked at the actions and attitudes expressed by the servant leader. We've even had a chance to act out some scenes as the servant leader might react. But why should we be servant leaders? Most importantly is that Jesus commands us. Secondly, we can see how it affects others in a positive way.

Some of the benefits of servant leadership are:

- 1) It makes you different in the world. People take notice.***
- 2) It could lead to evangelism. You earn the right to be heard.***
- 3) It's obedience to the Lord. You are following His example.***
- 4) People feel loved and affirmed. There is a positive atmosphere.***
- 5) It's the most loving way to lead people because it empowers them.***

challenge you today to consider leading others by following the servant leadership model of Jesus. It will transform your life and theirs!

[If you have time, you might want to read "The Towel" handout. It is an excerpt from Thu Hansel's book Holy Sweat.]

Homework

- Write a letter to affirm someone who has been a servant leader to you or modeled servant leadership.
- Memorize Mark 10:45. In one week, call another volunteer and see if he or she can recite it.
- Brainstorm a list of things you can do this week to serve your teens.

ROLE PLAY SCENARIOS

1) You are driving kids home after a club activity. You've promised the parents they will be home on time. You pass a disabled vehicle on the side of the road.

What would you do?

2) You meet Monday nights with your YFC ministry group (Campus Life, Youth Guidance, JV, TP, etc.). At the end of the meeting, you're involved in intense conversation with one of the kids. While you're talking, you notice the other kids are starting to leave because it's getting late. The meeting room is an absolute mess.

What would you do?

3) You regularly meet Tuesday night for dinner with 2 college friends. The local YFC office calls and asks for help with an important mailing. What would the servant leader do?

"The Towel"

Still wet, grimy from eleven pairs of feet, a towel hangs in a corner alongside a washbasin. As usual.

Tonight, though, is different. The towel was not hung there by the servant girl, but by the one they call Master, Teacher. The master doing a servant's work for his followers? That's all wrong. Somehow, though, he makes it right. For a few moments eleven pairs of eyes fix thoughtfully on the towel and the basin. But tonight of all nights, there are more pressing matters.

Wait! Is he saying wash one another's feet? What if this little band takes him seriously? What if they actually imitate their self-appointed foot-washer?

Tomorrow, of course, morning-after realism will unmask the thought for the nonsense it is.

But tonight, in the glow of the moment, imagination rules. Could a servant's towel be the rumpled banner of a new way?

Not likely, people being the way they are. But maybe. Just maybe.

- Tim Hansel, Holy Sweat

RESPONSIBLE LEADERSHIP

Objective: Every Youth for Christ leader should protect the integrity of the ministry by practicing the given standards of care as responsible adults.

Materials:

- YFC/USA Standards of Conduct handout
- Living the Life of a Leader handout

Lesson Time: 50 min

Teaser (15 min)

[Set up an initiative game that has some element of danger. Some suggestions are 'Out of the Pits' or 'Trust Fall'. Choose only one activity. It will be debriefed with respect to being responsible and safe. Note: To illustrate this point, do not play this game irresponsibly and risk hurting someone.]

[A description of both recommended games is given at the end of this lesson. Take 5 minutes to play the game you choose. Debrief with the following questions.]

1) From a safety perspective, list all the possibilities of what could have gone wrong with this game.

2) Brainstorm the precautions that the staff person leading the game needs to take.

Even though you do your best to cover all the bases, some things do go wrong. We, as leaders, need to take every precaution possible. Today we're going to look at the standards of care expected of responsible Youth for Christ leaders.

Essentials (20 min)

In this day and age, we need to be careful of liability issues. People sue easily and for many unfortunate purposes. But that is not the only reason. More importantly, parents trust their kids to us and we need to always keep in mind their safety and welfare.

Safety is not the only issue we need to watch. There are standards of care that are expected of our staff as well. We represent Christ to teenagers and the world. We need to be accountable to some standards. These standards protect us as well as the kids. Youth for Christ has liability protection that it needs to enforce.

Another reason to discuss responsible leadership is that Youth for Christ does not need staff members who are trying to be 'superkids'. It's a temptation to try to get kids to like us at all costs. This often can lead to inappropriate behavior. What teenagers need are responsible, caring adults in their lives who are willing to enforce safety standards and use self-control in every circumstance.

There are 4 critical areas that need attention by every volunteer:

- 1) Safety Procedures***
- 2) Staff Behavior Standards***
- 3) Counseling Practices***
- 4) Local chapter's chain of command for appropriate communication.***

Activity (15 min)

[The purpose of this activity is to help people consider the various angles of safety and precautionary measures. It would be great to analyze the last event your staff had. If everyone at your group was at the same event, do as a full group. Another possibility is to break up into 2 groups to analyze 2 different events.]

In your group(s), look at the following questions as you consider the event(s).

- 1) List what positive steps were taken for safety precautions.***
- 2) Think of games/activities we've been involved in where we weren't prepared. What could have been done to make it a safer activity?***

[Bring the whole group together to discuss the next 3 questions.]

- 1) What basic questions should we be asking when planning an event?***
- 2) What safety assumptions do you make in your ministry?***
- 3) How would you rate our ministry in terms of safety awareness? How can we improve?***

Conclusion (10 min)

YFC/USA has developed a set of standards of conduct and a document called Living the Life of a Leader that we are all asked to abide by. Let's look at these together so you are aware of them. (walk through these two documents and make mention of chapter standards that may need to be spelled out for people- at the end ask volunteers to sign the Living the Life of a Leader document)

As much as it is uncomfortable and it takes time, we need to think about being responsible in our leadership. Do not assume that bad things can't happen. It's important for every one of us working with young people to plan ahead and make our ministry safe and responsible.

We've spent time talking about safety procedures. I'd like to look at the guidelines for counseling and staff behavior. We have a standard. We must uphold it to protect both you and the Gospel. Scripture tells leaders to be above reproach in their behavior. We don't want to give cause for anyone to unnecessarily doubt our ministry and the people who serve in it.

We'd like to emphasize in our conclusion that, as you get involved in young people's lives, you maintain boundaries of an appropriate relationship and recognize when a young person's problems surpass your ability to help them. In those situations, seek out advice from your supervisor and be prepared to refer a student to a professional. When you're in over your head, your attempt to love and help someone could bring harm instead.

This leads to our last point. We have certain policies and structures to make sure there is an appropriate handling of problems. I'm going to review the chain of command in our chapter, which is geared to protect you and help you.

[Explain to the volunteers your local structure. Give them the names and phone numbers for reference.]

Our desire in this lesson was not to scare you, but to make you more aware of responsible behavior. Students and parents look up to staff as role models. They need us to be reliable for positive guidance. We need to be worthy of the trust placed in us. Know your limits. Putting into practice the standard of care discussed today will ensure safe and fun events and meetings.

Homework

- **Consider 2 areas you in which you are vulnerable in the areas of safety in your ministry.**
- **Report back to your supervisor.**
- **Ask for prayer and accountability.**

We highly recommend that you have your volunteers read "Better safe than Sued" by Jack Crabtree. Your ministry center should already have a copy but if not, contact HR@yfc.net to request one.

Have volunteers pass the book around and encourage them to read the intro thru chapter 4 and also chapters 9-12. Discuss after they have read it on their own.

INITIATIVE GAMES

TRUST FALL

Have one member of the group on a platform approximately 3 feet off the ground. The group (at least 4 pairs) forms 2 lines facing inward behind the member on the platform with arms stretched out and locked with the opposite person. The 'falling' member crosses his/her arms over the chest, closes eyes, stiffens body and leans back into group's arms. Everyone in the group takes a turn.

OUT OF THE PITS

Divide the class into groups of six. Have one member of the group lie flat on the floor. Blow a whistle to signal the start. The other five group members then lift the person on the floor completely up over their heads. After he/she is lifted and laid back down, a second member lays down flat on their back. The group then lifts him/her over their heads, and so on, until all six members have been lifted. Do this with all girls or all guys.



Living the Life of a Leader

Expectations of Leadership in Youth for Christ/USA (YFC/USA)

YFC/USA has been called to evangelize young people and raise them up to be contributing leaders in the body of Christ. Our strategy focuses on practicing the 5 Essentials (Widespread Prayer, Loving Relationships, Faithful Bible Teaching, Collaborative Community Strategy, and Adults Who Empower) through community-embedded ministry sites. YFC leaders carry out this evangelistic endeavor. These leaders include paid employees, boards of directors, advisory boards, volunteers and anyone who has been placed to have influence on the chapter, staff, or young people.

YFC expects these leaders to be involved in a local Christian faith community for fellowship (Hebrews 10:24-25) as well as spiritual accountability. We consider each of these people who are called into the YFC/USA ministry to be charged to live by standards of Christian leadership. The Bible instructs us that grace is freely given and will ultimately be demonstrated in the life of every Christian. But the Scriptures also takes those expectations to higher levels when it describes the life of a Christian leader.

Paul wrote to Titus with instructions on what to look for in a leader (Titus 1:7-9) and we believe the same principles apply to those in YFC's leadership. Though many scriptures speak to lifestyle standards, this passage in Titus summarizes the expectations given by the whole Bible regarding Christian leadership. *"For an overseer, as God's steward, must be above reproach. He must not be arrogant or quick-tempered or a drunkard or violent or greedy for gain, but hospitable, a lover of good, self-controlled, upright, holy, and disciplined. He must hold firm to the trustworthy word as taught, so that he may be able to give instruction in sound doctrine and also to rebuke those who contradict it."*

The Bible instructs us that following Jesus Christ means we are not to be conformed to the world, *"... but be transformed by the renewing of your mind, so that you may*

prove what the will of God is, that which is good and acceptable and perfect.”
(Romans 12:2)

Further explanation of these principles is spelled out in other YFC documents, including the “YFC/USA Statement of Faith”, “YFC/USA Standards of Conduct” and “YFC/USA Employee Handbook”, whether local or national, that applies to each respective staff, volunteer or board member as stated in the Charter Covenant.

As leaders in the YFC/USA movement, we are committed to hold each other mutually accountable to be the leaders we are called to be in Scripture. All failures to follow these standards will be addressed fairly and consistently, but behaviors that are non-compliant, unrepentant, and ongoing are of particular concern. Such individuals will not meet our qualifications for hiring or retention.

Staff, volunteers and board members: By signing below I acknowledge that I have read and agree with YFC/USA’s Statement of Faith. I further agree to comply with YFC/USA’s Standards of Conduct in my lifestyle and teaching. For staff only, your signature also acknowledges you have read and agree with the applicable Employee Handbook.

Print Name	Signature	Date
<input type="checkbox"/> Staff	<input type="checkbox"/> Board	<input type="checkbox"/> Volunteer

YFC/USA Standards of Conduct

YFC/USA Leaders

I. Sexual Relationships

Marriage

The Bible teaches that the appropriate place for sexual expression is in the context of a marriage relationship. The biblical description of marriage is one man and one woman in a lifelong commitment. In Matthew 19:4-5, Jesus says, *"Have you not read that he who created them from the beginning made them male and female, and said, 'Therefore a man shall leave his father and his mother and hold fast to his wife, and the two shall become one flesh'?"*

Repeatedly, God uses the symbolism of His relationship with believers as the picture of marriage. Husbands are exhorted to love their wives as Christ loves the Church and wives are exhorted to honor their husbands as the Church does Christ. With this imagery and the truth of God's ideal for marriage in mind, any sexual relationship outside the marriage context is described in the Bible as either fornication or adultery and (as stated in the sixth commandment) is prohibited throughout the Old and New Testaments. Therefore, sexual advance, activity or relationship between individuals not in a Biblical marriage covenant is sin. YFC leaders must not engage in sexual activity or cohabitation outside of marriage, but conduct themselves in a manner consistent with the above in such a way that their sexual expression and lifestyle is above reproach.

Sexual Identity

Scripture is clear in sharing that all Christians are to find their identity in Christ, including sexual identity. 1 Peter 2:9-10 tells us, *"He called you out of the darkness into his wonderful light. Once you had no identity as a people; now you are God's people."* Because of God's redemption of our identity, we find complete and appropriate expression of who we are, including our sexuality, when our actions align with God's design. God's design for sexual expression is in the context of a biblical marriage relationship.

Scripture is clear that sexual activity or sexual relationships between individuals of the same gender is sin (Romans 1:26-27) just as is any sexual relationship falling outside of God's biblical design. Therefore YFC leaders must not engage in same-gender sexual advance, activity or relationship.ⁱ

Gender Identity

Scripture is clear that God created two genders, distinct and mutually exclusive. Genesis 1:27 tells us, *"So God created man in his own image, in the image of God he created him; male and female he created them."* God's created order has given unique identities to men and women for His glory, and each person's gender identity is assigned to them by God's design, therefore YFC leaders must not engage in transgender-related activities.

The purpose of these policy statements is not intended to judge, exclude or punish. It is to ask our leaders to be consistent with Scripture's prescriptions for those who deal with sexual and gender identity issues, and to see every leader experience the fullness of identity possible only in Christ's redemption of our lives, including our sexuality.

Pornography

Sexual immorality such as the use of pornography is described in scripture as sin (Matt. 5:27-28). As servants furthering the gospel and providing spiritual leadership, we must live lives that are holy and consider the interests of others above our own. In so doing, YFC leaders must not engage in immoral behaviors such as the use of sexually explicit materials, products and pornography.

The purpose of this policy is not to be punitive to those who deal with sexual temptation or addiction, but to see every leader experience freedom in Christ.

Divorce

YFC/USA places a high priority on healthy marriages, strongly discourages divorce, and supports the overriding scriptural "one-flesh" principle. While divorce, in and of itself, might not eliminate a man or woman from the ministry, it must be remembered that, in the light of Scripture, God's ideal is that there be no divorce and that husbands and wives stay together until death separates them.

YFC/USA adheres to the Biblical model that divorce is only acceptable in the following instances:

1. Unfaithfulness of a spouse involved in an adulterous or illicit sexual relationship (Matthew 5:32)
2. Desertion by a spouse (1 Corinthians 7:10-15)
3. Spousal violence or abuse breaking the one-flesh principle (1 Corinthians 7:33-34)

In instances of marital difficulties, YFC/USA encourages reconciliation, that God may be glorified in the healing of relationships. Leaders are encouraged to prioritize the health of their marriages, and special consideration will be given to accommodating elective leaves of absence to resolve serious marital difficulties.ⁱⁱ

YFC/USA leadership retains the discretion to make assessments about the leader's divorce, whether the divorce is consistent with Biblical principles and the ministry principles of YFC/USA and the effect this divorce will have any impact upon employment or other service with YFC/USA.

II. Substance Use/Abuse and Addictions

Addiction is a tragic but prevalent reality in our society and therefore must be addressed in particular by a ministry that works directly with young people. We are a ministry of restoration and transformation into the likeness of Christ. The outreach of YFC/USA is often to those who are struggling with or directly impacted by *addictions of all kinds*. While we desire to be redemptive of all leaders who struggle with *addictions of any kind*, we maintain a primary commitment to high standards and expectations of anyone involved with our mission and pray for restoration for those who cycle back into addictions. Leaders with a history of addiction must be in recovery.

Use of alcohol or tobacco should not take place in the presence of students, and any use is expected to always be in moderation, and with sensitivity to others who may have addictions (Romans 14:21).

III. Financial Responsibilities

YFC/USA expects our leaders to manage all finances of the organization and their personal finances with upmost integrity. As stated in 2 Corinthians 8:20-21, *"We take this course so that no one should blame us about this generous gift that is being administered by us, for we aim at what is honorable not only in the Lord's sight but also in the sight of man."* Financial misconduct includes, but is not limited to, mismanagement of donations and other ministry funds, embezzlement, theft, misuse or abuse of YFC/USA property or assets, identity theft, and misuse of financial and personal data. Such misuse of YFC/USA assets will not be tolerated.

IV. Behavioral Appropriateness

Our goal is to strive to maintain a culture of employees, volunteers and boards who live a life free from intimidation, threats, or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, or any other act, which, in management's opinion, is inappropriate. In addition, insensitive or offensive comments are not tolerated. Except in cases of emergency, employees are expected to contact Human Resources if they believe there is a serious threat to the safety and health of themselves or others.

CONCLUSION

YFC/USA leadership retains the discretion to make assessments about the leader's sin and their ability to continue in this ministry. While we desire to be redemptive toward those who struggle with sin of any kind, we maintain a primary commitment to biblical standards and expectations of anyone involved with our mission. We pray for restoration for those dealing with sin but are uncompromising in our commitment to protect young people providing for them appropriate supervision and ministry role models. Additional guidelines for responding to leaders who are struggling with the areas covered in these Standards are available. Contact YFC/USA Human Resources for further guidance.

YFC/USA expects every leader to be consistent with these standards in their lifestyle and in their teaching, and to use YFC/USA's reporting processesⁱⁱⁱ whenever they have a good faith belief that these Standards of Conduct are not being followed. The areas of concern listed in this document are not an exhaustive list. Youth for Christ desires that every involved leader should live a life above reproach using good and appropriate judgment in all matters. Policies within local YFC Chapters should not be in conflict with the standards contained in "Living the Life of a Leader". Issues of a more serious nature are expected to be communicated to YFC/USA for counsel and guidance. We desire to be transparent and systematic in addressing these issues. Any concerns, questions, or requests for assistance by YFC Chapters to the National Service Center are encouraged and welcomed.

The Christian faith is clearly a welcoming respite for wanderers who fall short of God's glory, but for those involved in ministry, particularly ministry with young people, we are held to a higher standard. Being a part of the ministry of YFC/USA is not a "right", it is a calling and privilege that must be affirmed by those placed in positions of authority within YFC/USA. Individuals who are truly called to the YFC/USA ministry will gladly strive to serve Christ with lives marked by holiness and godliness in lifestyle.

Youth for Christ/USA, Inc. Statement of Faith

All YFC/USA staff, volunteers and board members must affirm our Statement of Faith and exclusive claims of allegiance that Jesus Christ makes upon everyone who would follow him as Christians. With that understanding, I agree with and will adhere to the following Statement of Faith as one of Youth for Christ's leaders, entrusted to advance the YFC mission.

1. We believe the Bible to be the inspired, infallible authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful people regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in Christ.

Endnotes

ⁱ Same-sex attraction falls into the category of a temptation like other sexual temptations, and is not in and of itself a sin. We recognize that because we live in a fallen world, our desires do not always align with God's design, (James 1:12-15) but give rise to temptation, and leaders are responsible for their actions when facing temptation.

ⁱⁱ Once a leader or his/her spouse, becomes involved in legal separation or divorce procedures, the leader should notify their director/supervisor and discuss the reasons for the action. There may be a mandatory leave of absence, or a reassignment to a different role, the timing and duration of which will be determined by the supervisor and the Director/Human Resources in conversation with the leader. This leave is not intended to be punitive, but designed to provide time to focus on the circumstances for the separation or divorce. This would include whether those circumstances are consistent with Biblical principles, and whether there is potential for healing in the marriage so that divorce can be avoided.

ⁱⁱⁱ Reporting: When these standards of conduct are not being followed, local leaders should directly contact their local YFC leadership (James 5:19-20, Matthew 18:15-17). In some cases it may be appropriate to contact the YFC/USA Human Resources Department at (303) 843-9000. You are also encouraged to use the anonymous reporting process provided by YFC/USA by calling 1-866-607-SAFE.

DELEGATION

Objective: Every volunteer can be a more effective leader by practicing 5 delegating steps.

Materials:

- Glue,
- colored construction paper,
- scissors,
- old magazines (to cut out pictures),
- crayons and colored pencils,
- 24" x 28" poster board (for each group),
- straws,
- toothpicks,
- cotton balls,
- Debrief Questions sheet,
- Team Task sheet

Lesson Time: 70 minutes

[Note: This lesson is written to 3 different audiences. The first is to a volunteer who leads other volunteers and therefore delegates to them. The second is volunteers who will delegate to student leaders. Lastly, it is for paid staff that may be teaching this lesson and delegate to volunteers.]

Teaser (35 min)

[Do not let participants know the topic before the activity. This is a fun, creative lesson that approaches our topic through a tactile workshop approach.]

[Separate the class into groups of 4 or 5. Make sure group members are involved in similar ministry arenas. Assign a leader for each group. The group leaders should already have delegation responsibilities or should be using delegation with other volunteers or student leaders. The following exercise will illustrate how well delegation took place.]

Working in your groups, I'd like you to create a three-dimensional model that illustrates your typical ministry site, such as a school, neighborhood, or institution. For instance, if you do Campus Life clubs, your goal is to build a high school in general, not a particular high school. You are welcome to use any resources available in the room. Keep in mind that you will need to share with other groups. This is not a competition but will be used for another purpose later

on in the lesson. Your appointed leader is responsible to complete the task in 20 minutes and the rest of the team is responsible to follow their leader. Every group will have a 24" x 28" piece of poster board on which to build their models.

[Allow 20 minutes for this activity. Try to make observations for feedback on how well leaders utilized their whole team through delegation. For fun, have each group quickly show their models and its unique points.]

The reason we had you do this exercise was to create an object lesson of teamwork through the perspective of delegation. This was not meant to set up the appointed leaders in a negative way, but will help us discover principles and barriers in the art of delegation.

Delegation is defined by Webster's as "to entrust to another and to commit to another with confidence." A more comprehensive definition is "the entrusting of responsibility and authority to others and the creating of accountability for results." In your groups, discuss the following five questions.

[Hand out the debrief question sheet.]

Essentials (20 min)

When you look at all the tasks required of a youth worker, it is easy to feel overwhelmed. However, most tasks can be delegated. You, as the leader, need to discern what few things can't be delegated. As you decide to delegate, it is necessary to have some understanding of the delegation process. Let's look at five skills necessary in the process of delegation.

Step 1 - Assessing what work needs to be delegated

Ask yourself and list:

- 1) What tasks need to be done?***
- 2) What tasks must I do?***

Once you have a grasp on the work that can be delegated, you need to discern the best person to do the task.

Avoid: Thinking you can do everything yourself!

Holding on to non-management tasks that someone else could do.

Step #2 - Assessing the talents and desires of the delegatee.

Ask yourself:

- 1) Whose interests and abilities match various tasks?***
- 2) Who would the task help develop and grow?***

3) Who could do it for me now?

There are two things to consider here. There is the opportunity to develop gifts in a person or match the person's gifts to the skills needed. You might want to encourage a delegatee to grow in a particular area. On the other hand, you might acknowledge the gifts and talents that a person has already developed that would be helpful for the task.

***Avoid: Overlooking delegation opportunities for untried and untested people
Overburdening your best, most trusted people because you have not prepared anyone else,***

Step #3 - Giving clear instructions and expectations

Ask yourself:

- 1) How will I clearly explain how a task should be accomplished?***
- 2) What do I expect for the completed task and how can I give clear instructions to make that happen?***
- 3) When do I expect the task to be completed?***

After a person has been chosen, you need to give clear instructions for the expected results. A principle of delegation is giving equal responsibility and authority for a given task. Clearly articulate and spell out your expectations. Make sure the delegatee knows all the vital information they need to be successful in completing the task.

Avoid: Withholding vital information pertinent to a delegated assignment.

Step 4: Assigning Authority

- 1) How much authority will this person have in decision making?***
- 2) How much authority will this person have in spending money?***
- 3) At what point do I want to be consulted for decision-making?***

This step determines how much you, as delegator, want to interface with the project. This could be in the areas of spending money, power over people, or decision-making. With the delegatee, agree on the responsibilities that are needed to complete the task and the authority required to follow through on the responsibilities.

Avoid: Failing to give people challenging assignments with enough latitude to handle them.

Careless selection of an authority level when assigning a project.

Step # 5 - Administrating the project

Ask yourself:

- 1) How often do I need to check in with the delegatee to assume the task is completed properly?**
- 2) Does the delegatee need my assistance or more information to be successful?**
- 3) When will I evaluate the person's performance in completing the task?**
- 4) On what can I compliment them? What did they learn from the experience? How can they improve the next time?**

As the overseer, you need to be coordinating the different parts of the project. This means helping where needed and giving more direction as requested. There is also evaluation at the end of the project. Giving feedback to the delegatee is crucial. It provides encouragement and support. It can also be an avenue in which the delegatee is challenged to grow in new areas of his or her life.

Avoid: Failure to recognize accomplishments.

Too little or too much follow-up.

Failure to critique after the task what both delegatee and delegator have learned.

Activity (10 min)

Let's get back into our original groups. Based on the five steps we just learned, discuss how you would now approach the project we did at the beginning.

Conclusion (5 min)

As we manage different projects, we must remember the principle that "management is the development of people, not the doing of things." One way we can develop people is through delegation. Delegation is not "passing the buck." It is an opportunity to share the work, develop skills, enhance gifts and talents, and create teamwork. Proper delegation requires that responsibility and authority be delegated equally. It also needs a realistic timetable for the task to be completed.

Delegation also is committing the responsibility to the delegatee with confidence. Let delegates know that you have faith in them and their abilities. The job may not be done with 100% accuracy or in the manner you expect. Don't let that stop you from delegating!

There are some things that cannot be delegated. You can't delegate the ultimate outcome. In other words, "the buck" stops with you as delegator. You are still responsible for the results. You also can't delegate motivation. You can be a motivator and encourager to your delegates. As the delegatee feels appreciated and respected, they begin to take ownership for the project.

As we've studied the 5 steps, we encourage you to look at the multiple tasks required of you as youth volunteers. Which ones could be delegated? Would it help someone else to use their skills or develop in new areas? As you learn to delegate, your work might not diminish significantly, but it will promote team unity and growth.

Homework

- Try to delegate one aspect of your responsibilities with Youth for Christ by implementing the steps. Either take one of your responsibilities and list the various steps involved or think through something you are currently doing that is a delegated task from a leader. See how well the 5 steps are being followed and what you can learn from being the delegatee.

RESOLVING CONFLICT

Objective: Every volunteer can choose to deal with conflict by choosing positive action steps to resolve conflict.

Materials: Case study worksheet, whiteboard or chalkboard

Lesson Time: 65 minutes

Teaser (10 min)

I want you to think back to the last conflict you had. Would any of you feel comfortable in sharing how you handled it?

[Allow for responses if volunteers feel comfortable sharing.]

We're going to get into groups of 3 people and discuss our responses to conflict. With your group, answer the following:

- 1) My typical response to conflict is . . . (avoid, confront, yield, compromise, etc.).*
- 2) When faced with conflict, I feel . . . (threatened, challenged, inadequate, angry, hurt, guilty, etc.).*
- 3) Does your conflict style differ in various environments (such as work, home, church, etc.)?*

Essentials (30 min)

Conflict has been defined as a process involving behavioral threats by one party to another. The conflict is seen as a threat to the other because one party seeks to attain goals or to achieve interests with enough behavioral intensity to change the boundary and to limit the goal attainment of the other party.

In a world filled with human relationships, conflict is inevitable. Conflict can be seen as hurtful and to be avoided or as an opportunity to grow and be creative. Conflict is neither good nor bad; it's how people respond to it. In short, the underlying idea is that people dictate what conflict situations mean and what the consequences will be. Managing the dynamics of the conflict will help determine the success of the outcome.

Conflict is difficult because it brings out our emotions, which can be intense and awkward at times. The Ephesians chapter 4 teaches us to speak the truth in love and to not let the sun go down on our anger. This encourages us to confront issues head on, seek resolution, and handle our emotions appropriately.

Before talking about resolution, let's look at how people react to conflict.

[Do only the left side of the chart, then go back and give the proper responses from the right side of the chart. Copy this chart on a whiteboard or chalkboard.]

How people react to conflict:

Tend to-

- 1) Store up***
- 2) Avoid***
- 3) Tell others***
- 4) See their perspective only***
- 5) Blame***
- 6) See it as mistake or bad***
- 7) See it negatively***

Rather than-

Immediately discuss

Resolve (Eph 4:26-27)

Tell the person involved (Matt 18) See other's perspective

Accept responsibility ("I" statements) See it as normal & inevitable (Jn 16:33) as an opportunity

It's easy to see that in the heat of the moment, our emotions surface and our perspective of the situation can be skewed. How can we bring about reconciliation once a conflict has arisen? The following 12 suggestions from Dick Hagstrom in Getting Along with Yourself and Others give tips on confronting someone when a "heated" issue is at stake:

- 1) Do it privately and without fanfare.***
- 2) List the other person's good points.***
- 3) Talk it over with a trusted friend and get objective feedback.***
- 4) Watch your language. Use "I" messages.***
- 5) Reverse the roles. Ask yourself what attitude you would appreciate and how you would react.***
- 6) Ask yourself, "Am I willing to listen to and learn from them?"***
- 7) Conflict doesn't have to be resolved in one sitting.***
- 8) Follow-up and keep lines of communication open.***
- 9) Listen at least 50% of the time.***
- 10) Get 5 people praying for you.***
- 11) Spend 30 minutes daily in the Scriptures. Ask God to show you His perspective.***
- 12) Expect not to enjoy it, but to learn from it.***

Enveloping the confrontation in agape love allows for forgiveness and growth of both parties involved. It clears the way for a new beginning. As Lewis Smedes says in Love with Limits, "The power of agape love drives us to a new beginning. Love lets the past die. It moves people to a new beginning without settling the past. Love does not have to clear up all misunderstandings. In its power, the details of the past become irrelevant; only its new beginning matters. Accounts may go unsettled; differences remain unresolved; ledgers stay unbalanced. Conflicts between people's memories of how things happened are not cleared up; the past stays muddled. Only the future matters.

"Love's power does not make fussy historians. Love prefers to tuck all the loose ends of past rights and wrongs in the bosom of forgiveness--and pushes us into a new start."

Common misunderstandings about conflict resolution abound, especially in Christian organizations. We have a hard time dealing with the emotion of anger and therefore tend to avoid resolving conflict. Many people feel that resolving conflict means everything will be forgotten. This isn't necessarily true. Forgiveness is the real issue and it's what we're commanded to do (Col. 3:13).

Another misconception is that a quick resolution indicates maturity. Sometimes it might be necessary to come back at a later date to finish resolving the conflict. This allows both parties to retreat and look at the many sides of the issue.

In the long run, we must remember that we are all under grace and have received many chances from God. We're broken humans redeemed through the unconditional love of God exhibited in Christ. Since Almighty God initiated reconciliation with us while we were still sinners, we must follow His example and offer resolution to others with whom we live, work, or play.

Activity (20 min)

Read the case study that I'm handing out. Note the questions at the bottom and make notes as you work through the case study. We'll debrief it together.

[Pass out the case study worksheet. After group reads and answers questions, debrief the case study using the questions provided. Make sure you start with each character's feelings before you move onto the next questions.]

Conclusion (5 min)

Conflicts can get complicated when people are not focused on the same problem or are trying to find one solution. The process we just went through is one model for resolving conflict. We often want to get resolution and answers before we have acknowledged and dealt with our emotions. That's why the first question asked you to list feelings.

Conflict often involves more than one problem. That's why the next step had you separate issues. This simplifies and brings clarity to the conflict.

Conflict is the result of differing assumptions. As people become more emotional about their position, they entrench themselves and it becomes difficult to see the other person's viewpoint. Discerning assumptions goes a long way to resolve conflict. Once a problem has arisen, it is important to address it. Problems don't solve themselves. It is always appropriate to own your feelings. For example, you might say, "When such and such happened, I felt that you didn't care about me. I felt devalued." This opens up avenues for the other person to clarify his/her actions or words. Many times our perceptions are off base and we react to what we think we heard, not what was truly being communicated. We must take responsibility for our actions.

An unnecessary burden that is often placed on the opposing party is the expectation that they will know what you are thinking. People cannot read minds (even people who have known each other for years!). If you have been hurt by a comment, it is important to express your feelings to the other person in a loving, gentle, non-accusing but honest way.

Conflict will be a part of your relationships in Youth for Christ. If you choose to resolve it as we've outlined today, you will find greater openness and authenticity in your relationships. Paul says, in Ephesians 4:15, " . . . speaking the truth in love, we are to grow up in all aspects in Him . . ." Resolving conflict not only helps our relationships grow, but also contributes to our spiritual growth.

Homework

Share with team member a present or past conflict situation. Pray together for wisdom to resolve it in a positive way.

CASE STUDY WORKSHEET

Jerry leads a ministry of Youth for Christ. He has two volunteers that seem to have a personality conflict. Put simply, Carl is an extrovert and very funny. Larry is very serious and on the quiet side. Both are committed to evangelism. Jerry values what each brings to the team. Carl is 22, sometimes is too loud and unaware how he comes across. Jerry sees great potential in him and suspects some of his problem is insecurity covered up with being cocky. Larry is 28, very driven and has 4 to 6 hours a week to give to YFC. He is great with the "fringe" kids, because that is how he perceived himself during his teenage years. He definitely has the gift of evangelism.

Larry has told Jerry that Carl drives him crazy because he seems to need to be the center of attention and they're supposed to be there for the kids. Larry questions if Carl really is very effective and wonders why Jerry uses him upfront, which only feeds his cocky attitude. Carl admires Larry's ability to build relationships with kids and his boldness in sharing the Gospel. He doesn't understand why Larry is aloof as a team player. Carl has invited Larry to go to the movies with a group of kids and he always says no. Carl has tried to joke with him so he'll lighten up. Some of the kids have told Carl that Larry is too serious and not always friendly. Carl has given up on Larry and just leaves him alone. Jerry is concerned because his team is going in different directions.

1) List what it feels like to be:

- a) Jerry**
- b) Carl**
- c) Larry**

2) What are the conflict issues that need to be addressed?

3) What resources are available to help this situation?

4) What should Jerry do to bring resolution to this situation?

YOUR PRIMARY TOOL - LISTENING

Objective: Every volunteer can become a better listener in his or her relationships with teenagers by incorporating these basic listening techniques.

Materials: Listening Skills worksheet

Lesson time: 60 minutes

Teaser (5 min)

[In order to emphasize the importance of listening, we're going to try a listening exercise.]

Let's put our chairs in a circle. Everyone will have a partner across from him or her in the circle.

[You will need an even number of people. If your group has an odd number of volunteers, you, as leader, should join in.]

Do not leave your chair. Focus only on your partner and do not allow distractions to interfere. Now one of you will interview the other concerning home, family, and pets. All partners will do this at the same time. After 90 seconds, we'll switch and have the other partner do the interviewing.

[Allow time for partners to experience both listening and talking.]

What made it difficult for you to hear correctly? What made it easier? What did you have to do in order to hear your partner?

[You might want to write down what is said to use as a reference later in the lesson.] **Some people think listening involves no effort, but listening takes work!**

Essentials (35 min)

As we have seen from the exercise, it is important to hear what is really being said when listening. Most people listen, but few people hear! Today, we are going to look at different techniques and methods of listening. Listening is an important skill that can improve not only our relationships with teenagers in our ministry, but also our communication with family and friends. Basically good listening skills are equivalent with paying careful attention to the speaker. James 1:19 says "... Everyone should be quick to listen, slow to speak and slow to become angry." Let's look at some ways we can be a good listener.

[Feel free to elaborate on any point you feel is necessary.]

Section 4 - 1

Physically, our body postures can indicate whether we are listening intently. This is called attending. Attending skills include the following:

- 1) Face the person who is speaking. Turn your body to face them.***
- 2) Your arms should be relaxed. Folded arms suggest disinterest in the speaker or resentment for being kept from something else.***
- 3) Lean forward. This shows that you are interested in them and want to eliminate outside distractions.***
- 4) Make eye contact. By doing this, you confirm that you are hearing them.***
- 5) Find a comfortable location. Eliminate distractions or interruptions.***

When listening, we need to collect non-verbal clues. Besides the actual words the person is speaking, he or she can communicate non-verbally. Sometimes the speaker does this unconsciously. As a good listener, we need to pick up any messages that are being sent. Here are some non-verbal cues we should pay attention to:

- 1) Alertness. Are they alert mentally or very distracted?***
- 2) Energy level. Are they lethargic or overly excited? Either extreme should be noted. Are they saying they are happy, but are talking in a slow monotone voice? Or do they verbally say that life is boring but exhibit agitation and excitability?***
- 3) Facial expressions. These can tell you a lot about what someone is feeling.***

Good listeners take in the total impact of what is being said. They clarify what they've heard. In this way, they confirm that they are hearing what is being said. This can be done by paying attention to the following:

- 1) Feelings. Help them identify their feelings instead of ignoring them.***
- 2) Content. Get the facts straight by knowing the who, why, what, where, when, and how of the situation.***
- 3) Emotions. Take notice of teary eyes, a cracking or shaky voice, and any fidgeting that is exhibited.***
- 4) Inconsistencies. Clarify any facts that don't match.***

Our job as listeners is not to "fix it" or take responsibility for another person's life, but to create a safe place to be heard. Everyone wants some "air time." As a listener, you provide that. The power of listening is setting aside our needs and ourselves and making time for others. Listening validates a person's worth.

What are the proper responses of a good listener? The best way to verify that you are hearing someone correctly is to repeat in your own words what they have just told you. Here are some examples:

- 1) *"So what you're saying is . . . "*
- 2) *"I'm not sure I understand. Do I hear you saying that . . . "?*
- 3) *"You feel . . . "*
- 4) *"You feel . . . because..."*
- 5) *"As you see it . . . "*
- 6) *"From your point of view."*

Responding lets you know you have correctly interpreted the information. If not, the speaker will correct and clarify for you. This can give you more information on the situation. Responding also helps the person define the situation and come to some decisions. Realize though, that sometimes all that is needed is a listening ear and an understanding heart. He/She may not be looking to you for a solution.

Responding accomplishes 3 things:

- 1) *It affirms the person.*
- 2) *It is a way of checking in to make sure you're 'tracking' with them.*
- 3) *It allows you to restate your perceptions of their feelings.*

Activity (15 min)

I'd like us as a group to list the barriers to listening well that you've encountered. What are some of the things that people do to communicate they are not paying attention?

[Here is a partial list of the barriers to listening that you might want your group to know and understand:

- 1) *Judging or criticizing*
- 2) *Diagnosing the problem*
- 3) *Advise giving*
- 4) *Logical Arguments ("Everyone goes through that.")*
- 5) *Reassuring ("I had to go through that, and I survived.")*
- 6) *Excessive and inappropriate questioning*
- 7) *Diverting (Focusing on one statement instead of the whole problem.)*
- 8) *Minimizing their feelings. ("It's really not that bad.")*
- 9) *Telling your own story. (This takes the focus off them and onto you.)]*

Let's break up into pairs. One person will be the listener and the other will share a real problem or situation, past or present. The listener will just listen without talking. No response whatsoever should be exhibited! After 4 minutes, the listener takes one minute to reflect back to the speaker what it must feel like to be him or her. The listener makes many feeling statements, such as "You feel betrayed because your friend lied to you." Or "You feel frustrated because your co-worker misunderstood your intentions." The speaker responds by saying right or wrong. Now switch partners. Listeners stay listeners and talkers remain talkers. Do the same exercise with your new partner.

[Gather the group together and debrief the exercise.]

- 1) What actions of the listener made you want to tell them more?***
- 2) What actions of the listener made you want to stop sharing?***
- 3) What made it difficult for you to listen well?***

Conclusion (5 min)

Good listening skills begin with "hearing" what the person is saying. We can pick up non-verbal cues. We communicate concern by our physical posture. Also, we need to be aware of the full impact of the person's words. Asking for clarification not only shows interest, but leads to deeper understanding of the person and/or his or her situation. Once the situation is understood, the listener responds by restating what they have heard in their own words. In a day and age where people don't have time for each other, serving a person by listening communicates a powerful message of love and opens many doors for ministry.

[Pass out the "Listening Skills" worksheet to all participants. It summarizes the main points of the lesson and is a good review sheet for future reference.]

Homework

- In order to improve your listening skills, make yourself mirror the feelings you hear in your conversations.
- In the next week, observe how many times you block good listening with the barriers mentioned in the activity section.
- Watch how teenagers tend to talk to one another instead of listen to one another during club meeting this week.

LISTENING SKILLS WORKSHEET

Introduction: James 1:19--

Attending:

- 1) Face the person
- 2) Relaxed body posture
- 3) Lean slightly forward
- 4) Make eye contact
- 5) Location without distractions

Non-Verbal Cues:

- 1) Mental alertness
- 2) Energy level
- 3) Facial expressions
- 4) Overall body language

Message Communicated:

- 1) Feelings expressed
- 2) Facts recited
- 3) Emotions exhibited
- 4) Inconsistencies observed

Possible Responses:

- 1) "You feel . . . because . . .
- 2) "As you see it."
- 3) "I'm not sure I understand. Do I hear you saying that.
- 4) "So what you're saying is . . . "
- 5) "From your point of view.

Barriers to Listening:

DEVELOPING HEALTHY RELATIONSHIPS WITH YOUTH

Objective: Every volunteer can have healthy relationships with teenagers by practicing the positive patterns of communication modeled by Jesus.

Materials: "How I'm Doing" worksheet, "Biblical View of Healthy People and Healthy Relationships" worksheet

Lesson Time: 60 minutes

Teaser (10 min)

For you to see how well you're doing in your ministry, I'd like you to take a self-analysis assessment.

[Pass out the "How I'm Doing" worksheet to each participant. They will be filling it out twice--once in general, and once for how kids see them.]

Put an "X" where you see yourself. After you've done that, think of one or two kids you work with most in your ministry. How would these kids fill out the form for you? Place a "0" where you think they would rate you.

Now I want you to ask yourself two questions:

1) Do you like what you see?

2) In what 3 areas do you most need to improve?

Essentials (30 min)

Today we're going to look at healthy adult-teen relationships. First, let's look at what the Bible has to say about healthy relationships and healthy people in relationships.

[Break the group in half and give them 10 minutes to do this activity. One group will look at characteristics of healthy people and the other at healthy relationships. Have them list the characteristics on the appropriate worksheet and then bring the groups back together.]

I'd like each group to share what they gleaned from their perusal of the Scriptures.

[Allow them to share their insights, so the others can fill out the worksheet.]

I'd like to give you what I believe to be the 6 healthy characteristics of adult-teen relationships.

[Each of the characteristics is listed with sub points to explain it. Elaborate on the points you feel would benefit your volunteers.]

Characteristics of a Healthy Adult-Teen Relationship

1. Open communication

- *Develop an atmosphere of safety and trust.*
- *Affirm them as they openly express their feelings.*

2. Acceptance

- *Allow the teen to be different than you.*
- *Try not to be controlling.*

3. Good listening

- *Hear the concerns of teens without immediately solving their problems.*
- *Make sure that what is heard is what was said.*

4. Model a consistent Christian lifestyle.

- *Be a positive example.*
- *Be the hands and feet of Jesus to them.*
Be loving and forgiving.

5. Set Appropriate Boundaries.

- *Come alongside teens with encouragement without developing dependency.*
- *Balance your time spent with teenagers and time spent with adults.*
- *Spend one-on-one time in public places, avoiding appointments with members of the opposite sex.*
- *Be cautious and careful not to be in situations that can be misconstrued or viewed as inappropriate.*
- *Work out your personal issues with peers, not teens.*

6. Be healthy yourself.

- *Build positive self-esteem.*
- *Think clearly and respond in an appropriate manner to the situation at hand.*
- *Grow spiritually and personally as an individual.*
- *Be authentic and real.*
- *Be Spirit-led.*

Activity (15 min)

In groups of 3 ask audience to pray for healthy relationships in all areas of the ministry.

Conclusion (5 min)

As adults who befriend teens, we are in a unique position. We can model a mature Christ-centered lifestyle without losing their respect. In fact, we have the privilege and responsibility to be a healthy influence in their lives. I encourage you to take the characteristics we've looked at and incorporate them into relationships with kids in your ministry.

Homework

[This will be a gutsy move for most people. It is a challenge to accept the fact that others view us differently.]

Give a blank test of "How I'm doing" to a peer or a kid in ministry. Ask them to evaluate you on how you are. Discuss their answers and relate them to your personal perception.

BIBLICAL VIEW OF HEALTHY PEOPLE AND HEALTHY RELATIONSHIPS

Characteristics of Healthy People:

Luke 2:52:

Romans 12:1-3--

Col. 2:6-7--

Eph. 4:13-16--

Phil. 2:4--

Characteristics of Healthy Relationships:

Matt. 22:37-39--

1 John 2:9-11--

Eph. 4:25-32--

1 Thess. 2:1-10--

Col. 3:12-14--

HOW I'M DOING

Rate yourselves in these areas with by circling the number on the spectrum closest to your rate of regular behavior.

I communicate *understanding*.
listen poorly.

1 2 3 4 5 6
7 8

I communicate *acceptance*.
judgmental.

1 2 3 4 5 6
7 8

I am *transparent*.
am too *guarded*.

1 2 3 4 5 6
7 8

I communicate *forgiveness*.
hold *grudges*.

1 2 3 4 5 6
7 8

I communicate *directly*.
attack indirectly.

1 2 3 4 5 6
7 8

I give appropriate touches.
I don't "touch."

1 2 3 4 5 6
7 8

I accept *personal responsibility*.
blame others.

1 2 3 4 5 6
7 8

I am *dedicated to the truth*.
compromise the truth.

1 2 3 4 5 6
7 8

I am very *thankful*.
am a *complainer*.

1 2 3 4 5 6
7 8

I am *humble*.

Pride is a problem.

1	2	3	4	5	6
7	8				

I am *confident* in who I am.

people's approval.

I need

1	2	3	4	5	6
7	8				

CONTACTING

Objective: Every volunteer can successfully initiate relationships with kids by understanding and implementing contacting principles.

Materials: Ideas on Ways to Meet Kids' handout, poster paper and markers

Lesson Time: 45 minutes

Teaser (10 min)

I need two volunteers to role-play some of our students. You will be standing together when you are approached by a Youth for Christ staff person.

Wave the location of the students be a bench at school, outside of the 7-11, or other appropriate location for your teen population.]

Are there two people who would be willing to role-play YFC staff?

[Send one of your volunteers out of the room. You don't want them to see what the other person does. In this way, you can compare the different approaches in the debrief]

The YFC staff person needs to approach the kids. You know one of the teens and you want to meet the other.

[Out of hearing range, instruct the student who is a friend of the YFC staff person to NOT introduce his/her friend. Let the YFC staff person take the initiative. After both volunteers have tried their best to meet the unknown kid, debrief the role-play.]

Those of you that were observing, how well did the YFC staff person do in meeting the new kid? Did you have any other ideas in how you could meet this kid?

[After eliciting responses, get the feedback of the 'actors.']

How did it feel being approached by a stranger? If uncomfortable, what could have made it more comfortable?

[Now get the reactions of the people playing the YFC staff.]

How did it feel to meet a new kid? How well did you feel you connected? Was the kid's name used in conversation?

Essentials (20 min)

Initiating relationships in Youth for Christ is called contacting. It is one of our relational ministry activities that is foundational to our work. A relational ministry starts with us meeting kids in their world. Today, we're going to look at contacting and answer 5 basic

Questions: What? Why? Where? When? and What? is contacting?

It is going to places that allows you to meet students. Contacting is allowing the Holy Spirit to guide you to people you'll eventually influence. Contacting is done most successfully when it is done consistently and constantly. It is easy to think we should do it early in a ministry year and ministry experience, and then settle into a group—Wrong! The average stay of a young person is 12-18 months. We need to keep meeting new kids and be open to where God leads.

You must take the initiative even though it's scary. Contacting is not always meeting new kids. It is also being with young people you already know. WHY do contacting? Youth For Christ believes in entering a young person's world. God entered our world when He walked the earth 2000 years ago. Can you give me some examples of Jesus and His disciples initiating relationships with new people?

[Some possibilities are Paul on his missionary journeys, the woman at the well, and Jesus with Zacchaeus.]

We want to share the gospel with kids in a relevant way so that they can understand it. Rather than making kids come to us, we go to them and enter their world. Before we can

build relationships with kids that can lead to Gospel confrontations, we need to 'meet' them.

In a way, contacting takes seriously the first word of the Great Commission, "GO, ye therefore, into all the world..." WHERE do we initiate relationships? In order to enter a kid's world and be an influence, we must follow the principle that we "GO" to the student's world. Later today, we will be doing an activity that will help us see the many possibilities. As we enter young people's lives in their worlds, they will see our concern for them and will help us understand who they are and what needs they have. This will help us relate the Gospel to each person.

WHEN do we initiate relationships? The simple answer here is, WHENEVER they're available! When the opportunity arises, grab it. Don't forget to visit kids at work to say 'Hi!' Leave afternoons open. Shop at the malls where your kids work or hang out. Remind kids you already know to introduce you to their friends. The key issue is that you pursue them in their world, wherever they are and whenever you can.

WHO do you contact?

1) The easiest group is friends of kids you already know.

2) New kids in town are good choices.

3) Sometimes kids might be referred to you.

Make sure you continue to contact the kids you've already met. You want to move to deepen acquaintances and you want to see kids on their turf. Some helpful hints in this process are to remember to be casual and friendly. Try not to be a salesperson for your ministry event. If it is a new contact, just meet the kid, get his/her name, and move on. When you do meet new kids, do everything in your power to remember their names. If you forget, don't be afraid to ask. Make it a point to refer to them by name. The first time you meet kids, use their name in the conversation (which will help you remember). After meeting a new student, don't feel you have to engage him/her in a long conversation. This can be very awkward for the student. The rule of thumb in contacting is, Be seen. Be known. Be gone.

In other words, introduce yourself, then leave before the conversation becomes forced.

Activity (10 min)

Let's brainstorm a list of where you can meet kids. Once you have a fairly comprehensive list, think of easy questions you could ask students to begin conversations.

[Depending on your audience, have people break up into groups. A small group can be separated in half with each group answering one question. A larger group can have both questions on their paper. Use poster size paper for each group to list their responses.]

Divide the paper into 2 columns. Have them brainstorm a list of possibilities of locations where kids hang out. The other column should have questions that appropriately allow you to meet kids in those settings. According to your audience, categories could include school ministry, neighborhood ministry, and institutional ministry. Encourage them to be creative. A possible list is included at the end of this lesson, Ideas of Ways to Meet Kids. Tape the finished projects up in front and debrief with the volunteers.]

Conclusion (5 min)

[Although this lesson is basic, it's imperative to sell the idea of doing contacting consistently and constantly.]

It's extremely important to constantly and consistently meet new kids. If we don't initiate relationships, we won't build relationships with new kids. Building relationships is the foundation of our ministry of evangelism. It is easy to get comfortable with a group of kids and stop meeting new ones. This is a tremendous mistake in youth evangelism. We must always be open to the Spirit's leading in meeting new young people. Whenever you're going to a place where kids are, it is imperative that you pray that God helps you to see new faces and new opportunities for relationship building. If you tend to be shy or introverted, pray for boldness in initiating relationships. Because we believe in a relational approach to evangelism, before we can lead kids into the Kingdom, we must meet them first. It's up to you! Let's pray together for the kids in our city and ask Jesus to lead us to the people He wants us to meet.

[Lead a tunic of prayer so that the volunteers realize that it is not by our strength or power, but by the Lord's might.]

Homework

- Try to meet 2 new kids this week. Call another staff person to tell them their names.

IDEAS OF WAYS TO MEET KIDS

School Contacts

- School athletic events (list specifics)
- School band concerts, contests, and rehearsals
- School choir events
- School plays and associated events
- See You at the Pole
- School events and pep rallies
- Lunch (with office permission)
- Walk Thru's (with office permission)
- Friends

Community Contacts

- Malls
- Local hang-outs (Burger King, McDonald's, etc.)
- Game Rooms Video Arcades
- Parks
- Recreation Centers
- City league games

Neighborhood/Projects Contacts

- Basketball courts
- Playground areas
- Recreation center
- Swimming pools
- Game days in Projects
- Street parties and concerts
- Friends

Institutions / Group Homes

- Referrals (Parents, Court & Social Service referrals)
- Weekly meetings at Detention centers
- Juvenile Evaluation Centers
- Year Round Camps (Boot Camps)

SMALL GROUP FUNDAMENTALS

Objective: Every volunteer can successfully start a small group by answering 6 fundamental planning questions.

Materials: Pros and Cons worksheet

Lesson Time: 50 minutes

Teaser (10 min)

[Get together 5-6 people while the rest of the class watches. Put their chairs up front in a circle. With no preparation or introduction, give them the instruction that they are a small group. Let them begin. At first, there will be awkwardness as they try to get some semblance of order. It's okay. Don't tell them that you're doing this exercise to stress the point that all small groups look for purpose and structure. After about 5 minutes, break into the group.]

Every group needs purpose and structure in order to function effectively. This creates the boundaries necessary to feel safe to participate. A group will naturally create structure if it is not given to them. Let's debrief this group. Who was the leader in this group? Did leadership change in the course of the exercise? What did they do to lead? Did the group find a purpose? What types of structure did you observe?

Today we're going to discuss 6 fundamental questions that need to be answered before launching a small group.

Essentials (20 min)

In order to get started with a small group, you, as the leader must answer 6 fundamental questions of any endeavor. They are: Why?, Who?, What?, Where?, When?, and How?.

Why? This deals with the purpose of the group. Is it a follow-up group for new believers? A Bible study? A relational small group? A prayer group? You and the rest of the group need to understand why you're meeting. This should be stated as you're recruiting kids for the group and again at the first meeting.

Who? This deals with who will be in the group. How will it be determined? Will it be mixed gender? Christian and non-Christian? All leadership kids? A mix of friends and strangers?

These two steps rely on one another. They are inter-dependent. Who is in the group will usually affect the purpose of the group. For instance, a new Christian's group probably will have people who don't know each other, whereas a support / relational group might start with a group of friends who want to learn and grow together.

What? This deals with curriculum you'll be using and how you'll design the content of each meeting. For instance, Youth for Christ produces small group curriculum called

Honest to God, which is designed for relational small groups. Its purpose is to help kids learn how to be honest about their lives and to discover how God can transform those areas of their lives. Another example is Living the Story, (available at resources@yfc.net) a follow-up curriculum for new Christians. I would encourage you to visit a local Christian bookstore. They are filled with small group curriculum ideas.

When? This deals with which day of the week and what time of the day you want to meet. A little later, we'll do an activity that will help you determine your best options.

Where? This deals with the location of the small group meeting. It's important to explore your best options. Where would be some good places to have small group? Most places have advantages and disadvantages to them. We'll discuss these in the activity.

In the process of deciding when and where, it's obvious you have to take into account what works best with the particular kids in the small group. Extracurricular activities and jobs will affect when kids are available. Transportation needs will probably affect location. It is important for you to be proactive in minimizing the disadvantages that are connected with any of the time or location options available to you.

How long? This deals with the length of time the group will meet. It's best when starting a small group to begin with a short commitment. As you invite kids to be a part of your small group, invite them to an initial orientation meeting. Discuss with them your desire to have a small group. Get their feedback on the purpose of the group as well as their input into location and time. Ask them if they'd be willing to meet for the next 3 weeks. At the end of that time, re-evaluate and make a new commitment of time. No more than 8 weeks should pass before you re-evaluate.

All small groups have a life cycle. It's important for you to determine the appropriate length of time as it relates to the purpose of the group. For instance, student leadership groups may be a commitment for the school year compared to a follow-up group, which may only last 6 weeks.

One other component of small groups is the ground rules. Establish the ground rules at the beginning of the group. They must be repeated the first 3 meetings. The reason these rules are in place is to create a safe environment, which will facilitate the depth of the group. Some of the basic rules are honesty (encourage progressively more honest answers in the group), confidentiality (what is said in the group can only be discussed among group members), and a commitment to participate and to begin and end on time.

Activity (15 min)

When determining the logistics of your small group, it is important to realize there are advantages and disadvantages. As a group, let's brainstorm the pros and cons.

Have the volunteers brainstorm the following 2 charts, which look at best time and location for a group. Pass out pros and cons worksheet to each person.

Advantages	Time	Disadvantages
	Before school	
	After school	
	Weekday evenings	
	Saturday mornings	

Advantages	Location	Disadvantages
	Church	
	Your home	
	School	
	Their home	
	YFC office	

Conclusion (5 min)

Small groups are a great tool in ministry. They allow you to get to know individual kids while dealing with important issues in their lives. Another great benefit of small groups is that kids learn from and teach each other. Many kids struggle with loneliness and low self-esteem. A small group is a place where they can express their honest, and sometimes hurt, feelings and find acceptance and safety. As kids express their hurts and needs, a small group can be a place to see the relevance of the Gospel in each individual's life.

Small groups give you a platform to declare the truths of Scripture and to watch God transform kids as they share in community together. In the fractured world we live in today, there are few chances for teenagers to develop healthy relationships and find safety. A small group provides a community where relational skills can be practiced and healthy friendships can develop in a safe environment.

Homework

- Analyze the small group you're leading now or one in which you participated. Did you know why you were meeting? Did the group adhere to the ground rules that make for effective small groups - honesty, confidentiality, and participation along with starting and ending on time?

PLANNING EVENTS AND ACTIVITIES

Objective: Every volunteer can plan a successful activity by addressing five areas of event planning.

Materials: Case Study handout, P.L.A.N.S. outline, Event Planning checklist, chalkboard or whiteboard

Lesson Time: 55 minutes

Teaser (5 min)

[Pass out Case Study to participants.]

Four months from now, you're going to be at the community gym for an all-night party using the schedule below.

***7:30 pm 8:00 pm 10:00 pm 10:45 pm 12:00 pm 1:00 am 2:00 am 3:00 am 4:30 am
6:30 am 7:30 am***

Check-in/Registration

Team Competition (relay games, etc) Evening Meeting (Speaker) Concert

Late Night Pizza Party Bowling

Car Rally

Broom Hockey

Movie

Continental Breakfast Go home!

A local Christian music group has been hired. They have agreed to come for \$300. The speaker is a friend who has agreed to come for \$150. What major categories need to be considered in order to pull off this event successfully?

[You 'might want to get the group brainstorming by putting categories on the board, such as publicity.]

Essentials (20 min)

Our goal today is to help you think through all the essential aspects that contribute to a well-run event or activity. Considering the list you just brainstormed, it is obvious that you know most or all of the bases that need to be covered. However, I've been a part of too many events where major components fell through the cracks and lack of planning stood in the way of desired results.

[Give a personal example from your ministry of what happened as a result of poor planning.]

Each of you will go home today with a checklist of items that should be addressed as you plan an event for young people. Before we get to the specifics, I want to discuss five non-negotiable areas that you must consider in planning. I can't emphasize enough the need for you to plan your event in advance and not "fly by the seat of your pants." PLANNING is vital because:

- 1) parents have entrusted their children to you.***
- 2) you have to be prepared to deal with safety precautions.***
- 3) quality programming will keep kids coming back.***
- 4) finances get out of control with last minute spending.***
- 5) poor planning usually results in lower attendance.***

Let's take the word PLANS to get to our five non-negotiable areas.

[Use a chalkboard or whiteboard to explain the following P.L.A.N.S outline. As you cover each point, encourage the students to write notes in the appropriate category.]

On this handout, you'll notice the word PLANS. P stands for purpose. Why are you choosing to do this event? What do you hope to accomplish? When you establish your purpose or objective, it will serve as a grid in helping you make decisions. It will give you clues as to whom you want to speak, how the program will look, etc. What are some possible purposes?

[Some possible purposes are evangelism, spiritual growth, building relationships, creating momentum in the group, creating group identity, service/missions, etc...]

If you don't set an objective, you won't be able to gauge your results. If you don't know why you're doing the event, neither will the kids and you'll never know if you've been effective.

L stands for logistics. Logistics answers the what, where, and when of the event. It creates the framework for you to delegate assignments to other people. it is the bulk of the planning. Where will the event take place? How will you get the kids there? What is the schedule? Will food be served? How will kids know/learn about the event? Two key words to consider are responsibilities and tasks.

A stands for assignments. Once the logistics have been addressed, then you can start delegating responsibilities. You can match people's gifts and abilities with specific tasks that need to be done. Don't limit yourself to adults when planning events and activities. Young people like to help out and be involved. This is a great way to develop leadership potential.

N stands for needed finances. Budgeting is essential to any successful event. It's easy to lose money at events because we underestimate costs. Issues such as the following all go into budget preparation:

- 1) Who pays for costs?***
- 2) Do we need to make a profit?***
- 3) What are the fixed expenses?***
- 4) What can be donated?***
- 5) What is affordable to the kids?***
- 6) Are we allowing for extra items such as film, props, etc.?***
- 7) Can supplemental income come from a church or other organizations?***
- 8) Can kids do fundraisers to help underwrite costs?***
- 9) Who bears the liability if you lose money?***

Use this as a guideline in the future. We will do some budgeting later on in the lesson.

S stands for safety. As we consider all aspects of our event, we must be mindful of health and safety issues. Asking the question "What if?" will help us be prepared in the event of an injury or accident. Any activity that involves a group of kids going out-of-town or involving physical games should include parent release forms. Overnight trips should also have a medical history form which includes relevant medical insurance information.

[Hand out the event planning checklist.]

This checklist will help you involve more people and help build team unity among the staff. A thorough study will eliminate any possible oversight of details.

Activity (25 min)

Referring back to the opening activity, we are going to divide into 3 groups.

One group is responsible for the budget and publicity of the event. (What is the timeline for the different publicity avenues?)

Another group will be organizing the games and team competition. (What safety considerations need to be addressed?)

The third group will take care of the details of the program as well as establish the purpose of the event. (How will the program flow?)

You need to consider the many aspects of the area you're assigned.

[Give the volunteers 15 minutes to review their respective details. Pass out the Event Planner's Checklist so that they have the details of the activities planned. Encourage them to use the checklist as a bouncing off point.]

Let's join together as a large group again. I would like each group to report back their plans.

[Once each group has made their report, ask the whole group the questions that follow.]

1) Will this activity/event meet its purpose?

2) If you were a supervisor and this event was brought to you, what concerns would you have?

Conclusion (5 min)

When we plan events, we must have a purpose. As the event begins to take shape, we must consider the practical matters of logistics and finances. When we have the framework of the event laid out, we look at the possible people who could take responsibility for different tasks. Overriding the whole process are the safety considerations. We must be careful to have activities that don't endanger the wellbeing of the teens.

All the planning may seem like a lot of work. But it is worthwhile in the long run. As we show clear direction, parents and teenagers gain confidence in our clubs and programs. Ultimately, the hope is that our events, no matter what type, will bring us closer to evangelism with kids.

Homework

- Apply the checklist to the planning of your next event and activity.

THE EVENT CASE STUDY

Four months from now, you're going to be at the community gym for an all-night party using the schedule below.

7:30	pm	Check-in/Registration
8:00	pm	Team Competition (relay games, etc)
10:00	pm	Evening Meeting (Speaker)
10:45	pm	Concert
12:00	pm	Late Night Pizza Party
1:00	am	Bowling
2:00	am	Car Rally *
3:00	am	Broom Hockey **
4:30	am	Movie
6:30	am	Continental Breakfast
7:30	am	Go home!

** The car rally is a race/scavenger hunt in which teams will be given clues that will take them to four stops on the way to the ice skating rink for Broom Hockey. When a team gets to one place, the clue for the next stop will be given. The four stops are: Denny's, 7-11, a 24-hour gas station, and a staff person's house. The winning team will be the first one to the ice skating rink. No students are allowed to drive. All staff will be briefed on seat belt and speed limit laws.*

*** This is a hockey game on ice where the players wear shoes and use a broom as a hockey stick.*

EVENT PLANNING CHECKLIST

[The following list is not comprehensive. It gives the general categories and key questions to consider. Tailor this list to your specific event.]

PURPOSE

What do we want to accomplish with this event?
How will we know if we've been successful?

PROGRAM CONTENT

What are the ingredients of the program?

- Speaker
 - Order of ingredients
- Media
Stage
Audience participation
Music

BUDGET

How many kids are expected?
Do we want to make a profit? If so, how will it be spent?
Who pays for staff?
Who is responsible (liable) if the event loses money?
Have we taken the time to itemize a budget?

SCHEDULE OF ACTIVITIES

How much time will be allotted for each activity?
What is the order of activities (i.e. games, program, food, etc.)?

PROMOTION AND PUBLICITY

What will be included in the brochure/flyer?
How will this brochure be distributed?
What are the best avenues to advertise?

FACILITY

Is there a contract necessary?
Is a site inspection required?
Is a rooming list prepared? (for overnights)
Do you have an alternative if the weather changes?
How far away is the facility?

FOOD

What meals need to be covered?

Who will prepare the meals?
What kind of snack/refreshments are needed?

TRANSPORTATION

Do we need to transport kids?
What is the most cost effective way to get there?
Are extra drivers needed?

EQUIPMENT AND PROPS

What kind of equipment do we need?
VCR / TV
Sound system
Sports equipment
Film
Backdrops
Extension cords
Spotlights
Background music
Does some equipment need to be rented?
Do we need any props for skits or games?

GAMES/RECREATION

What types of games will be played?
Who will be team captains?
Who will be in charge of each game?
What activities are available during free time?

INSURANCE

Do we need to provide additional insurance?
Do we have a list of equipment (with serial numbers) in case of damage or theft?

FOLLOW-UP/COUNSELING NEEDS

Are Bibles available for follow-up?
Do we have counseling materials for first time decisions?
Are there response cards and pencils available?
Who will do the counseling?

SAFETY

Do we need a registered nurse/doctor?
Do we need medical release forms?
Do we have first aid equipment?
Who knows CPR?
What is the plan in case of an emergency?

EVALUATION

When will evaluations be done?

What method will be used to evaluate the event?

MISCELLANEOUS

Who will be photographer?

How will clean-up happen? By whom?

Who will handle registration and collect money?

How will discipline problems be handled?

STAFFING

Who is responsible for each of the above categories?

When do they need to complete their tasks?

P.L.A.N.S

P

L

A

N

S

SUICIDE INTERVENTION

Objective: Every volunteer can learn to deal with teen suicide by understanding and following techniques of assessment and intervention.

Materials: "Role Play for Teaser" handout, "Suicide Assessment and Intervention" handout, "Signs of Suicidal Intentions" handout, Scenario worksheet

Lesson Time: 70 minutes

Teaser (10 min)

[Do not mention the topic before the teaser exercise.]

We're going to start today with a role-play. I'd like two volunteers who would be willing to help me. We need a person to play the YFC staff person and another to play the teenager.

[Give each a copy of their role only. (See handout with roles written.) Allow time for the two volunteers to familiarize themselves with their characters. Set up two chairs (back to back) in the front of the room. Begin with a phone ring that you enact. The YFC staff person answers and the role-play begins. Let the role-play proceed for 7-8 minutes. If it is going well and useful for learning, let it go longer. Once you've concluded the role-play, debrief the activity with the following questions.]

As the student, how did you feel the YFC staff person responded? As the YFC staff person, how did you feel you did in responding to this kid? If you had a second chance, would you do anything differently?

[Give a chance for the audience to respond to the next 3 questions.]

What did you observe? What went well? What would you have done differently?

Essentials (40 min)

I. Introduction

Listen to these statistics. Every 60 minutes in America, one teenager commits suicide. That amounts to 8,760 deaths per year by suicide! Currently, suicide is the second highest cause of teenage death, behind accidents. It should be noted that investigators are not always able to determine how many accidents are purposeful.

For every successful suicide, there are 200 attempts. Why do you think so many teenagers would want to kill themselves?

[Solicit answers from the volunteers.]

Seventy-five percent of suicides are completed by boys. For every boy who succeeds in suicide, there are 10 girls who attempt it. Forty-two percent of those emotionally disturbed and contemplating suicide seek out a minister first. For all intents and purposes, YFC staff represents God to un-churched kids. They are seeking a spiritual perspective to life and might turn to a staff person for an answer. We need to be prepared.

As we have seen, suicide is a major problem with teenagers. When confronted with a teenager who indicates that suicide would be the best solution for their problem, it is recommended that we stay calm and assess the suicide potential. How do we assess the severity of a situation? Let's look at the different levels of suicidal intentions.

Assessment

[Pass out the handout "Signs of Suicidal Intentions." Discuss steps with the class.]

Once you have gathered enough information on the particular situation, you must act accordingly. There are different interventions we can use. As we move into intervention techniques, it is important to realize that you are always assessing the situation. During different interventions, you use the new information gathered to assess the seriousness of the situation.

Intervention

[Hand a copy of "Suicide Assessment and Intervention" to every participant. Ron Rickner and Bruce Kawasawa have done an excellent job of listing steps in assessing and intervening in a suicidal situation. It is recommended that you walk through the handout step by step. We believe everybody needs to be prepared to handle a suicide call. Since almost 50% of people who consider suicide turn to a minister, we need to be ready.]

As you are helping a student, it is imperative that you take control of the situation. While you stay calm, give very specific directions. Ask point blank questions. Lead the teen. For example, ask, "Where are the pills? Okay, I want you to flush them down the toilet and come back to the phone." A desperate teenager will need to be told exactly what to do. Continually confirm your support and care for them. "Do you know that I care for you? Okay, then I want you to promise me that if you ever think you want to take your life, that you'll call me first. Is that a deal?" The hurting individual has usually lost perspective of reality. He or she temporarily needs someone else to make decisions for him or her.

Activity (17 min)

I'm going to give you a chance to practice assessing the risk of suicide. For the 6 scenarios on the worksheet I'll be handing out, I want you to decide whether the described teenager is high, medium, or low risk given the background information you are given. Once you have evaluated each situation, rank the six scenarios in order of least to greatest risk factor.

[Hand out the scenario worksheet. Go over it with the group once they have evaluated. Answer any questions they may have. Remind them that for high-risk students, the lethality of the method chosen is a key ingredient. Guns and hanging, for example, are more dangerous than pills or slitting of the wrists.]

Conclusion (3 min)

We know that kids these days are wounded and hurting. Hopelessness is rampant in the teenage culture. Statistics say that teens see suicide as an appropriate option. It is very important that we be prepared to come alongside a suicidal young person. The desperate phone call can come at any time, even from a kid you don't know well.

Homework

- Call or visit the facility of a suicide hot line. Find out what type of training is required of those who answer the phone.
- Create a suicide resource list for your area. Include hotline phone numbers and possible counselors to notify.

SIGNS OF SUICIDAL INTENTIONS

1) The Attempt-

A clear and dramatic cry

2) The Threat-

Threat that must be taken seriously like, "I'll show you. You might find me dead tomorrow."

3) The Hint-

Unclear or indirect communication about suicide couched in a statement like, "You'd be better off without me." or "What does God think about suicide?"

4) The Activities-

Making sure the bills are paid, giving away valuable jewelry, making arrangements for a vacation are some examples.

5) The Symptoms-

Behaviors or state of mind that indicates suicidal intentions, such as depression, change in eating/sleeping habits, long-term illness, withdrawal from social activities, personality change, and increase in alcohol/drug abuse

6) A Crisis-

A crisis such as death of a family member or friend, failure at work or school, a broken relationship, or marital problems in the home can all be precipitating factors for suicide.

SUICIDE ASSESSMENT AND INTERVENTION

1. Stay calm
2. Some people may tell you explicitly that they are thinking about suicide.
Some will not. If you suspect the person is thinking about suicide, but they have not stated so, ask them directly.
3. Identify and clarify the problem(s) and circumstances.
 - a. "Why have you called/come in to the office?"
 - b. "Did something happen today that started you thinking about suicide?"
 - c. "How long have you felt this way?"
 - d. If calling, where are they calling from? What is their address?
 - e. "Is anyone with you right now?"
4. Provide support.
 - a. Empathize.
 - b. "You did the right thing calling/coming in."
5. Assess suicide potential. (Be gentle but direct.)
 - a. Plan - Do they have a specific plan? (The more specific the higher the risk.)
 - b. Means: How do they plan to do it? How available and lethal are the means?
 - c. History of suicidal or self-injurious behavior in self or in other family members. "Have you or a family member ever tried to commit suicide before?" (History suggests increased risk.)
 - d. Alcohol or drugs: Current or previous use?
 - e. Psycho/social factors:
Emotional State - DEPRESSION (mood, pleasure, weight change, appetite,

sleep, energy, worthlessness, guilt, poor concentration, suicidal ideation, losses), HOPELESSNESS, ANGER, or IRRITABILITY.

Cognitive factors - Problem-solving deficits, impulsive tendencies, distorted thinking (an intense narrow focus on the negative that is sometimes called "tunnel vision").

Behavioral factors - Social isolation, substance abuse.

Interpersonal factors - impaired social skills, poor peer relationships.

Environmental factors - Disturbed family functioning, desire to get back at parents, school/job problems.

Stressful events - Personal losses, loss of self-esteem, loss of face, humiliation, absent or stressful communication.

6. Assess current resources, strengths, coping strategies.

- a. How have you previously coped with this problem?
- b. Have you tried your usual coping methods?
- c. Are there any friends you could talk to about this?
- d. History of impulsivity or poor judgment?

7. Help the person problem solve.

- a. Break up a long list of problems; focus on one or two.
- b. Look at multiple options for a problem. They may be focusing on one solution that won't work and conclude that nothing will.
- c. Reinterpret the suicidal impulse as a problem-solving strategy--a way to end the pain, get even, communicate feelings, etc. "What are some other ways to accomplish the same thing?" "Are there any options you may have not yet explored?"
- d. Help them examine and question their interpretations of the events, interactions, or problems.
- e. Point out ambivalence. Speak to the part of them that wants to live. Part of them wants to die, but part of them wants to live.

8. Make a tentative plan.

- a. Help the person sort through alternative coping strategies and rank order them.

- b. Help the person formulate a concrete plan of action. What will they do and when?
Where to go, who to be with, who to talk to; family, friends, therapist, pastor. TRY
TO INVOLVE CONCERNED OTHERS!

9. Reassess the person's suicidality.

- a. "Can you promise me you won't kill yourself tonight?"
- b. Contract with them not to do it before calling you or coming in again.

10. Action

If you believe the risk is substantial based on the above factors: and if they have not calmed down, will not contract, will not agree to allow you to talk with their parents with them, will not go to a professional or a hospital emergency room, then call the police.

11. Follow-up

Many people don't have the energy to commit suicide when in the midst of a deep depression. Research shows that the risk of suicide often increases once the person begins to pull out of their depression due to a return of energy.

Percent of Adolescent Suicide Completers Who Demonstrated:

	Females	Males
Prior attempt	48%	26.6%
Depressed	52%	41.5%
Substance abuse	4%	30.8%
Antisocial behavior	16%	40.4%
Family history of suicide	36%	40.4%

Maris, et al., 1992, p. 137

Ronald Rickner, Ph.D. 7/93 (updated 4/94) Bruce Kawasawa, Ph.D.

ROLE PLAY FOR TEASER

#1 - You are a YFC staff person. You are receiving a phone call at 10 pm. You've only known this kid for a month. He/She is quiet and distant. In the one good conversation you've had, you have found out that they come from a rough home.

#2 - You are 17 years old. Your father is an alcoholic. There is a lot of tension at home. You are depressed because your parents fight a lot. You feel like you get in the way. Even though you try to please your parents, nothing works. You feel unlovable. Your friends don't understand your home life. Because you have so much going on at home, you can't concentrate at school. Your grades have deteriorated--you just got a D and an F on your last report card. You're wondering why you bother. There is so much pain in your life. Nobody seems to care. You might as well just end your life. It would be easier to be dead. You don't know why you are calling the YFC staff person. You've only known them for a month.

SCENARIO WORKSHEET

For each scenario, mark H (high), M (medium), or L (low) depending on what you think their risk factor is for committing suicide. Then put all 6 in order from least to greatest suicide potential.

#1 - Brad feels like one big failure. He lost the lead role in the school play. He also just failed his driver's test for the third time. Brad's not sure he wants to tell his parents about the F in Spanish either. Now he's embarrassed to be seen around campus. He's not eating and he's pulling away from his friends. He has considered hanging himself.

#2 - Angela's boyfriend of 3 years just broke up with her. He found someone else. Angela doesn't know what she's going to do without him. They were planning on getting married after college. Angela feels humiliated, lost and depressed. She can't imagine life without him. She frequently tells her friend Suzy she doesn't know how she'll go on living without her boyfriend.

#3 - Julia's parents are getting a divorce and she will be sent to a small rural town to live with her grandparents. The last thing in the world she wants is to be a farm girl. Julia likes the cosmopolitan life of the big city. She has tried begging, pleading, crying, and cajoling to no avail. Her parents won't budge on their decision. She's thought about running away but she has nowhere to go that her parents won't find her. She has stolen a bottle of sleeping pills from her mom's medicine cabinet. Julia thinks that dying in her sleep would be an easy way out of a horrible situation.

#4 - Carlos and his father, a high corporate attorney, fight constantly. His father wants his grades high enough to get accepted at an Ivy League college. Carlos enjoys sports. He has lettered every season in football, and wrestling. However, this takes time away from his studies. Carlos is pleased with average grades. His father has basically said that he will disown Carlos. He wants nothing to do with a "good-for-nothing" jock. Carlos wants to get back at his dad. He has a gun and is planning on shooting himself tomorrow when his parents leave for the weekend. In that way, his father will find him dead. "What sweet revenge!" he thinks.

#5 - Last Thursday night, Daniel was grounded for a stupid reason. Four of his buddies went out drinking. Later in the evening, they signed a suicide pact. In a garage with the carbon monoxide exhaust encroaching, they sat huddled in the car and died together. Daniel is really mad that he couldn't be with them. He's angry with his parents for being so strict. They never listen to him or understand him. Daniel believes that his friends are better off now. He wishes he could be with them. Only he doesn't have a car.

#6 - Katie feels very dirty and used. She had sex with her boyfriend last night. Katie grew up in the church but her boyfriend didn't. He doesn't understand what she's so hung up about. "It was beautiful and right because we're in love," he says. Katie can't face her youth group friends. If her parents found out, they would be mortified. Katie wants to disappear and die. The shame and guilt are overwhelming. In the past week, Katie has given away her most treasured stuffed animals to her closest girlfriends. She's written a letter to her family to say how much she loves them. Next week, Katie plans on driving her car at 120 mph down a winding mountain road.

ANSWER KEY FOR SCENARIO WORKSHEET

[When evaluating and assessing the risk factor, the lethality of the suicide method is paramount among the information given. A teen that has chosen to shoot himself / herself or drive into a granite wall leaves less chance of surviving than the person who decides to take pills or slit their wrists. In their choice of method, the troubled teenager might be crying out for help and hoping that they'll be discovered before they die. We give you our suggestions here but allow for disagreement and opinions to the contrary. Encourage discussion and support for each conclusion drawn. Don't feel that only one answer is possible. In cases of ambiguity, it is always safer to err on the side of assuming more of a risk than actually exists.]

#1 - M Being hit with many failures at once, Brad is showing signs of depression and low self-esteem. He has considered hanging which is more risk than someone who has no method. Hanging is very lethal. If he had purchased a rope or talked about doing it, he'd become high risk.

#2 L Angela is depressed and needs to learn to cope with changes in her life, especially in the loss of her relationship with her boyfriend. Although she doesn't feel like living, she has not thought out a plan or method.

#3 - M Sleeping pills are not as lethal as other methods. However, Julia has access to the pills and has tried unsuccessfully to change her moving situation. She feels hopeless.

#4 - H Carlos has chosen a very lethal method and also has a detailed plan. Teenagers do not always understand the finality of suicide.

#5 M Daniel would be high risk if he had a method. He has lost his closest friends and is disgruntled with his parents. There is also the "copycat effect" when kids see the attention that the deceased receive.

#6 - H By preparing for her departure through the "willing" of her prized possessions to her close friends and a suicide note, Katie becomes a greater risk. Driving fast and dangerously is a very lethal method

PRESSURES KIDS ARE FACING

Objective: Every volunteer can work more effectively with teenagers by becoming aware of the complexities of the youth culture.

Materials: Flipchart, Pens, Case study worksheet

Lesson Time: 60 minutes

Teaser (15 min)

Let's break up into 3 groups. We're going to brainstorm 3 different lists:

- 1) Top struggles/problems for kids***
- 2) Current youth fads***
- 3) Values of teens***

[Have the groups put up their lists.]

What do you observe about the lists? Why are these lists important to us as youth evangelists? Discuss the importance of being in tune with the issues of today's teens.

Optional Teaser

[To make this lesson go best, it would be good to have this done beforehand.]

Have a staff person make a video similar to "Man on the Streets." Go to schools and favorite teenage hangouts and ask teens (or survey kids in your ministry) their opinions on the following:

- 1) What do you fear most?*
- 2) What is most important to you?*
- 3) What problems do you and your friends face?*

Compile the footage gathered to make an impactful, insightful video. Before viewing the video, ask the volunteers for their input into how teens will answer the 3 questions. After the video, discuss the importance of being in tune with the issues of today's teens.

Essentials (20 min)

Here's a snapshot of today's youth culture.

Did you know that every 60 minutes in America:

- 125 young people see their parents divorced?
- 107 children are born out of wedlock?
- 228 teenagers will attempt to take their lives?
- 137 children run away from home?
- 77 children are abused and neglected? - 66 teenagers drop out of school?
- 18 teens are arrested for drug abuse?
- 117 teens (women under 20) get pregnant?
- 323 teenagers become sexually active?
- 46 teenagers have abortions?
- 26 teenagers contract syphilis or gonorrhea?
- 1 teenager commits suicide?

It's important for us to know the pressures kids are under and the trends in our culture in order to make the Gospel relevant. Kids are affected in the realms of their social, mental, physical, and spiritual worlds. Socially, teens experience an abundance of peer pressure. What friends do and say is very important. To be a part of the group or clique means acceptance by others. Friends take on more significance than their parents or families. Many times teenage parties involve abuse of alcohol and/or other substances. Their burgeoning sexuality is tested as they notice and want to be noticed by members of the opposite sex. And sexual identity and gender confusion are also rising issues.

Because they are preoccupied with acceptance, teens struggle with insecurity and low self-esteem.

Intellectually, teens today are under a lot of pressure to perform. In today's job market, a bachelor's degree (or post high school training) is seen as a minimum requirement. Many companies today are requiring a college degree for jobs that, in the past, didn't require advanced education. So young people have the stress of meeting educational goals for their future endeavors.

Adolescence is fraught with physiological changes. Puberty signifies many new developments for both boys and girls. (On the average, girls are 18 months ahead of boys for puberty.) In recent years, the average onset of puberty has decreased to 11.9 years. This means that, physically, teens are ready for sexual relationships yet

the average age of marriage is increasing. This becomes a huge challenge as we try to teach a message of abstinence. As teenagers develop into their adult bodies, they must adjust to the way others now view them and how they perceive themselves. Another result of their hormonal changes is the unpredictable fluctuations of their emotions.

In our culture, teens are exposed to relativism. There are few absolutes within the amoral society we live. The Christian teen must represent God's standards to a culture that views absolutism as narrow-mindedness. Spiritually, teens are trying to find purpose and meaning in life. As they mature in their reasoning abilities, they are able to ponder the deeper questions of life. That's why organizations like YFC exist. We recognize this is the critical time for young people to be challenged with the truths of the Gospel. A commonly known statistic is that 85% of Christians make their decision to follow Christ before they are 22 years old. Teenagers are at a point in their lives where they will make decisions that can and will affect the rest of their lives.

Activity (20 min)

We are going to work through some case studies of kids that could be in your ministry. Assume the main character in the role-play is a non-believer. Get into groups of four. Read through each case study and answer the following questions:

- ***What approach should be used in reaching this teen?***
- ***How do we make the Gospel message relevant to him/her?***

[Let groups discuss for 15 minutes. Then debrief together]

What did you learn from the exercise?

Conclusion (5 min)

Teenagers today are affected by fads and trends of their society and especially their "world." That is one of the reasons why it is important to know the trends in the teen culture. When ministering to kids, we need to understand their world and what things affect them. There is much pressure for them to conform to the standards of their peers.

Understanding the top struggles as perceived by teenagers helps us to relate better to their situations. It can impact our one-to-one relationships. We also need to be

aware of current trends when planning our ministry programs. The content of our meetings should be relevant to their needs. Understanding teens in their world portrays caring and interest in them and their issues. This opens doors to evangelism.

Homework

- Meet with a group of 5-10 teens (church youth group, club at high school, etc.). Ask them to list their top struggles, current fads, and what they value. See how their answers compared with yours and others in your group.
- Read any book on youth culture today. Or read a teen magazine like Seventeen, Teen People, Brio etc... to see what issues, fads, music, and famous people they are discussing.

Case Studies of Non-believer Profiles

#1 - Joe is an all-around "good guy." His athletic abilities have gotten him letters in sports all 3 seasons. He works hard to maintain his A-/B+ average in college prep courses at his high school. He also works at Burger King after school for spending money. He and his girlfriend Janice have been sleeping together for the past year. Joe's motto is "Live and let live."

#2 - Caitlin appears to be a social outcast. She is not easily drawn into group activities. Even when others are successful in getting Caitlin to participate with them, her lack of social skills ostracizes her once more. She would rather sit back and watch life happen around her. Through others, you find out that Caitlin's family background is very dysfunctional. She has been abused sexually, physically, and emotionally throughout her early childhood.

#3 - Wayne lives in a multi-media world. He is constantly listening to hard rock music or playing Nintendo. He has a stereo in his room and his car. For in-between times, he carries a Walkman. He also has a portable "boom box" for outings with his friends and is toting his Game Boy. His bedroom is decorated with life-size posters of rock singers, guitarists, and drummers.

Questions:

- 1) What approach would you use in reaching him/her?
- 2) How can you make the Gospel relevant to him/her?

SUBSTANCE ABUSE

Objective: Every volunteer will be able to address the possible substance abuse warning signs by following 7 action steps.

Materials: Addictive Behaviors handout, Role-play sheet

Lesson Time: 65 minutes

[For the purpose of this lesson, we define substance abuse as the use of alcohol and/or drugs to the point that it impairs the social, vocational, educational, and/or physical functioning of the individual. Before teaching this session you may want to explore the following:

- 1. Does your YFC office already have a list of referral options?*
- 2. Does your YFC staff include a licensed counselor or staff member especially skilled in handling this type of behavior?*
- 3. Is there a clinic in your community or person in one of your churches that would be better suited to present this material?*

[For the average volunteer, the assumption of this lesson is that: "You are not equipped to handle long-term counseling for the addict."]

Teaser (10 min)

Today we are going to discuss an issue that affects a vast majority of your teens, which is substance abuse. For the purpose of this lesson, we are not talking about addictive behaviors such as bulimia/anorexia, sexual addictions, or other addictive behaviors. By substance abuse, we mean the use of alcohol and/or drugs to the point that it impairs the social, vocational, educational, and/or physical functioning of the individual.

You have decided one of your teenagers has a substance abuse problem. In groups of three, design a game plan to help this teenager. Consider:

- 1) What could be some possible warning signs of substance abuse?***
- 2) What people should be involved?***
- 3) What would be the first step you take?***

Essentials (30 min)

Section 5 - 29

What are some of the reasons that teenagers use alcohol/drugs?

[Generate some answers from the audience.]

Teens use alcohol/drugs for numerous reasons. In addition to what you have already said, there are:

- ***peer pressure***
- ***cultivating a new image***
- ***pop culture***
- ***the influence of heavy metal music***
- ***to enhance their ability to function in a social or sexual setting***
- ***to provide novel experiences***
- ***to provide a quick, easy, and frequently cheap way to feel good to alleviate depression, anxiety, and stress***

There are a few basic stages to the use of alcohol and/or drugs. In the beginning, the teen experiments with alcohol/drugs. Next, they begin using on a more regular basis and establish a reliable alcohol/drug source. After this stage, there is an intense preoccupation with the need to experience the effects of the drug. Eventually, increased levels of alcohol / drug use are necessary just to feel good.

When dealing with possible substance abuse, it is imperative to follow seven steps that will insure the most caring response towards the teenager, These steps are: recognize the behavior, remember your role, clarify your limits, ask for drug history (address the behavior), refer if necessary, maintain the relationship, and prayer.

#1 How to recognize addictive behavior - Before acknowledging possible addictive behavior, please note that at least 3 of the following symptoms need to be present. You may be dealing with a teenager who is experiencing some antisocial tendencies for reasons other than addiction to drugs or alcohol. Many of these warning signs could just as well be from abuse, mental illness, suicide tendencies, behavior problems, feelings of inferiority, or rejection due to homosexual tendencies. If you suspect a teenager is struggling with substance abuse, look for these behaviors:

- 1. Erratic behavior/Mood swings***
- 2. Missing school or acting out in school***

- 3. Lower grades**
- 4. Poor diet and/or hunger swings, e.g., gorging on munchies**
- 5. Eye dilation or lack of dilation/constant runny nose and itching skin, especially on arms.**
- 6. Hyperactivity**
- 7. Isolation**
- 8. Apathy in relation to previous interests**
- 9. Family conflicts**

#2 Remember your role - As a volunteer staff person, you are a helper. A helper is a friend helping a friend find help. Do not feel obligated to counsel the teenager. Consult with a full-time YFC staff member and together agree on a course of action that would be most beneficial to the student. You will likely need to get outside help from a professional counselor or addiction specialist.

#3 Clarify your limits - Let the student know the limits of confidentiality. Although you want to provide a safe place for teenagers to share their concerns, hurts, joys, etc., you have an obligation to insure that the student is not self-destructing and endangering his/her life or the life of another person. In such a case, you need to consult with your YFC supervisor and/or a counseling professional.

#4 Address the behavior - Though this may be awkward, it is vital to be honest. Tell the student you are concerned with some of their behaviors and want to ask them some questions. Get their permission to proceed. Ask for an alcohol/drug history. The following questions are helpful in assessing a possible substance abuse situation. Three or more positive responses to the following questions show an addiction.

[Distribute Addictive Behaviors handout to participants.]

- a) Do you think you have an alcohol/drug problem?**
- b) Have you ever used alcohol/drugs to escape problems?**
- c) Have you ever used alcohol/drugs to be accepted in a crowd or be more relaxed around others?**
- d) Do you ever use alcohol/drugs while alone?**
- e) Have you ever had blackouts? (These are different from passing out. Blackouts are experiences where one cannot remember parts of an evening although he/she was still awake, due to the use of alcohol/drugs.)**
- f) Have you ever missed work, school, or extra-curricular activities due to the use of alcohol/drugs?**

- g) Do you ever drink to get drunk?*
- h) Have any of your friends or family ever shown concern about your use of alcohol/drugs?*
- i) Is there any alcohol/drug addiction in the last two generations of your family (including parents, aunts/uncles, and brothers/sisters)?*
- j) Do you drink or take drugs after everyone else has stopped drinking/using?*
- k) Have you ever used in the morning in order to go to school or work?*
- l) Have you ever had any legal problems as a result of your use of alcohol/drugs (e.g. DUI, Public Drunk, DWI)?*
- m) Do you sneak drinks/drugs or hide them in your house, car, or a friend's house?*
- n) Do you borrow money or forsake other activities in order to be able to buy alcohol/drugs?*
- o) Do you drink to build self-confidence?*
- p) Have you lost friends since you started drinking?*
- q) Have you ever been hospitalized due to excess use of alcohol/drugs?*
- r) Do you feel a sense of power when you drink?*
- s) Do you ever drink/take drugs to get over other drink/drug use (e.g. drink to get over a hangover)?*
- t) Do you gulp drinks, especially the first couple?*
- u) Is drinking/using affecting your reputation?*
- v) Does it bother you if someone says that you drink too much?*

#5 Refer, if necessary - If there are 3 or more positive responses in the above assessment, you should share your concern with the teen. Encourage the student to seek help from a parent, school counselor, clergy member, or other professional. If you are uncomfortable doing this, get help from your YFC supervisor. Many treatment facilities will provide a free confidential assessment. If alcohol / drug addiction is *the* case, approach the family with a list of names and phone numbers of treatment facilities in your area. Denial, anger, and shame are normal responses from both the teen and his/her family. Encourage the parents to be a part of the treatment program as well. Long term in-patient treatment programs provide more effective care for adolescents.

#6 Maintain the relationship - If the young person is placed in treatment, seek permission from the family to go with them to the admission of the student to the center. Ask for permission to write and/or visit the student on appropriate days at the center while he/she is in treatment. Constantly reaffirm your love for the teenager and for the system of helping. If the student is in trouble, but refuses help from professionals or their parents, maintain the relationship with consistent encouragement that they seek help.

#7 Pray - As a helper, you should be sensitive to apply biblical encouragement to the individual and to the family. Alcohol/drug addiction is a spiritual sickness as well as a physical, mental, and social ill. Continually pray for the teen and his/her family during the different phases of intervention.

Activity (20 min)

[Make enough copies of the Role-play sheet. (Cut the separate parts out and do not allow the pairs to see one another's instructions.)]

We're now going to do a role-play. You will get into pairs, one person playing the YFC staff person and the other person playing the student.

[Allow them 10 minutes to play out their scenarios.]

Let's debrief. Those of you that played the YFC staff person, how did you feel you did as a staff person? What insights did you gain from the experience?

[Allow the volunteers to share their insights and experiences.]

Those of you that played students, how did you feel your staff person did trying to address your problem? What insights did you gain from the experience? As a group, make some observations about the role-play you just experienced.

Conclusion (5 min)

When confronted with a student who possibly has a substance abuse problem, it is important to remember that your role is to help the student get the help they need from the proper sources. Call your YFC supervisor and together agree on a course of action. Before confronting the teen, have a list of possible referral sources. Confront the teen upon the advice of your supervisor. Assess the extent of the substance abuse.

Be ready to experience rejection by the teen and their total denial of any problem. If this happens, encourage them to get professional help and don't let them slip through the cracks.

Make yourself available to meet with the family and/or school counselor. Be available to be a friend and support person for the teenager and his/her family. Know that addictive behavior is difficult to correct even with the best of intentions and support systems.

Finally, pray without ceasing. Throughout the whole process of intervention, be in prayer for the teen and his/her family. Substance abuse is a spiritual problem, but victory is possible through overcoming old habits and patterns. Prayer has the power to break the bonds that alcohol/drug abuse cause.

Homework

- Go to ALANON, AA, ALATEEN, Narcotics Anonymous, a Methadone Treatment Center, S.A.D.D., or a Tough Love meeting. Come back to the group and share your experience. Make sure each volunteer picks a different one to attend so you get broader feedback.

ROLE-PLAY SHEET

Youth for Christ staff person:

You've now set up an appointment with a kid you suspect might have a substance abuse problem. The goal of the appointment is to get the young person to take the "test" and see what comes of the conversation. (The "test" is the set of questions that assess alcohol/drug history and possible abuse.)

Student:

Your Youth for Christ staff person has asked to meet with you. You suspect it might be about the party you attended last weekend. You got drunk and don't remember much of the evening. Lately, you have been concerned that your drinking is getting out of hand and you are worried that you might have an alcohol abuse problem.

RECOGNIZING AND ASSESSING ADDICTIVE BEHAVIORS

How to recognize addictive behavior - (Please note that more than 2 or 3 of the following symptoms need to be present before moving onto any further steps.)

1. Erratic behavior/Mood Swings
2. Missing School or acting out in school
3. Lower Grades
4. Poor diet and/or hunger swings, i.e. gorging on munchies
5. Eye dilation or lack of dilation/constant runny nose and itching skin, especially on arms.
6. Hyperactivity
7. Isolation
8. Lack of interest in things previously interested in
9. Family conflicts

Address the behavior - The following questions are helpful in assessing a possible substance abuse situation. Three or more positive responses to the following questions show a strong possibility of addiction.

- a) Do you think you have an alcohol/drug problem?
- b) Have you ever used alcohol/drugs to escape problems?
- c) Have you ever used alcohol/drugs to be accepted in a crowd or be more relaxed around others?
- d) Do you ever use alcohol/drugs while alone?
- e) Have you ever had blackouts? (These are different from passing out. Blackouts are experiences where one cannot remember parts of an evening although he/she was still awake, due to the use of alcohol / drugs.)
- f) Have you ever missed work, school, or extra-curricular activities due to the use of alcohol/drugs?
- g) Do you ever drink to get drunk?
- h) Have any of your friends or family ever shown concern about your use of alcohol/drugs?
- i) Is there any alcohol/drug addiction in the last two generations of your family (including parents, aunts/uncles, and brothers/sisters)?
- j) Do you drink or take drugs after everyone else has stopped drinking/using?
- k) Have you ever used in the morning in order to go to school or work?
- m) Have you ever had *any* legal problems as a result of your use of alcohol/drugs (e.g. DUI,
- n) Do you sneak drinks/drugs or hide them in your house, car, or friend's house?
- o) Do you borrow money or forsake other activities in order to be able to buy alcohol/drugs?

- p) Do you drink to build self-confidence?
- q) Have you lost friends since you started drinking?
- r) Have you ever been hospitalized due to excess use of alcohol/drugs?
- s) Do you feel a sense of power when you drink?
- t) Do you ever drink/take drugs to get over other drink/drug use (e.g. drink to get over a hangover)?
- u) Do you gulp drinks, especially the first couple?
- v) Is drinking/using affecting your reputation?
- w) Does *it* bother you if someone says that you drink too much?

Integrity

Personal Integrity

Your responsibility will be to live in a way that honors Christ and serves the young people you are attempting to reach. Here are some things that will be important:

Lifestyle - Will you follow the Bible's guidelines on matters such as immorality, gossip, bad language, and drunkenness?

Yes, Can we talk about it?

Ethics - Will you set a high ethical standard aiming for personal integrity, dealing readily with sin, and keeping a sharp conscience?

Yes, Can we discuss this further?

Accountability - Do you understand the need to be accountable to ministry leadership in the way you carry out your tasks?

Yes, Can we discuss this further?

Any additional Questions or comments?

Youth for Christ

Covenant Agreement

As a Youth for Christ volunteer/Intern I will:

- Maintain my spiritual health. I will have a regular devotion life. I will be a part of a local church and make every effort to be part of a small group, bible study, or accountability group.
- Maintain a healthy relationship with those within the body of Christ. This would include my family and all other staff persons. I will steer clear of gossiping, backstabbing and negative humor, as these are things that tend to erode relationships.
- Work for an established set of goals. I will work with the ministry coordinator to establish these goals within my own ministry area. These goals will always exemplify the primary goal of this ministry, which is to win young people to Jesus Christ and disciple them into a local church. The common denominator will be my weekly "to do" list. I will be strategic and intentional in both my thinking and my actions in regard to how I approach my ministry. I will make every effort to do only those things, which will contribute toward the stated goals of the ministry and avoid those things that will detract from those goals.
- Strive to be a man/woman of exemplary integrity. I will do exactly what I say I am going to do. People will know they can count on me as a Youth for Christ volunteer/intern. I will learn to say "no" when necessary and I will not make commitments I cannot keep.
- Remember our goal is to work with non-churched teens. I will not do anything that will appear to be in competition with a church or youth group. I will make every effort to work with the local church and not be in competition with the local church.
- Keep all YFC/Campus Life vehicles clean at all times. I will remember that a trip is not over until the vehicle(s) are clean. I will always assist others with this task and I will expect the same from them.
- Have a dependable vehicle especially at times when I am planning to transport kids or drive for a ministry event.
- Remember that punctuality is the sign of a disciplined life and an act of respect and love toward those with whom I am meeting. I realize that

chronic tardiness is simply not acceptable.

- Pray regularly for the teens that I am working with as well as the other staff and teens that they are working with and the ministry as a whole. I understand that all we do must be bathed in prayer.

3Story YFC Adult Training 2.1-- Small Group follow-up session #1

INSTRUCTIONS (10 minutes)

- **Objective:** As a result of this experience, participants will understand better their relationship with God and how it affects all other relationships.
- Today's experience has two additional objectives: (1) that participants will feel safe and connected in their small group
(2) that they will review a basic understanding of the 3Story life
- **Overview:** I needed Jesus to rescue me, and He came through – He rescued me. And I need Him just as much today as the day we met. He sets the direction for my life and I want to follow Him. 3Story helps me to understand the great Spirit-led journey on which God has me.

God knows all about me. And when I choose to face facts, I realize how much I need Him. Faith-sharing starts when I let my friends see how much I need Jesus. Faith-sharing does not usually happen in a speech or a testimony, but in conversations that reveal who I really am, struggles and all. I want to allow Jesus to be seen, alive and at work in the real me.

- **Bottom Line:** 3Story is a way of life that guides followers of Christ to BE good news while telling stories of THE Good News. The biggest, best, most compelling story I know is God's Story.
- **Preparation:** All group members need Bibles, pens and small group session #1 hand-outs. You will also need the "Swimmer" DVD/video, available from YFC for free 303-843-6791 www.3story.org
- **Prayer:** Invite the Holy Spirit to be the teacher today. Ask Him to speak to each of you through the Scriptures and through the experiences of fellow group members. Pray also by name for one person that each group member is trying to share Christ with.

GOD'S STORY (20 minutes)

Read out loud as a group and then discuss John 4:1-41

Imagine that you were the person in this conversation with Jesus. At which point would you most likely get nervous, and is there a different point when you would become excited with hope? Describe a time when your response to Jesus was to feel nervous or excited with hope.

Write your answers here and then discuss with the group...

DISCUSSION STARTER (15 minutes) *"Swimmer Video"*

(Available through Youth for Christ/USA 303-843-6791 or www.3Story.org)

Write your answer below and then discuss them with the group...

1. Explain how this video relates to the idea of sharing Christ with others.
2. What attitudes does the guy in the boat reveal that you have heard expressed about sharing Christ with others?
3. Which of these attitudes hit closest to home for you?
4. Which ones bother you the most? Why?
5. If you were doing a video explaining the right way we should approach swimming and those who can't swim—knowing it is *really* talking about evangelism—how would your video be different from what we just saw?

THE LAST WORD: Take 5 minutes to answer the following questions.

1. What do you think was the most significant thing you heard or did or thought about during today's small group?
2. What is there about what you wrote down today that will require you to take action?
3. What do you plan to do about that this week?
4. Who are you going to tell about your plans so they can help you with prayer and encouragement?

3Story YFC Adult Training 2.1--Small Group Follow-up Session #2

INSTRUCTIONS (10 minutes)

- **Objective:** As a result of this experience, participants will learn how to really listen to others, discovering what needs their friends have that can only be met through a relationship with God.
- **Overview:** To share my faith with you, I must discover your story. Why? Because I can't expose you to Jesus' love without giving it to you myself - and listening is one of the greatest gestures of love there is. And I can't explain how Jesus is the answer unless I know your questions. To learn your questions, I must first listen.

In a world where everyone is talking and no one is listening, stopping to listen, really listen to someone you care about is a HUGE act of love. It's also a skill - something we can learn and practice and improve. This is a good thing because by listening to my friend - by hearing her story - I can begin to understand who she *really* is, how she *really* needs Jesus. Then, when it comes time to pull God's Story into the conversation, I can share the parts of His story that connect best with my friend.

- **Bottom Line:** To tell the truth about Jesus in a way that makes sense to you, I must first learn what's important to you in your story. This process is helped by my willingness to discover and share my own needs.
- **Preparation:** All group members need Bibles, pens and small group session #3 hand-outs. For NEXT WEEK -- One group member must bring a copy of the movie, "The Big Kahuna." If your situations allows for enough time, watching the entire movie together prior to Small Group #3 would be very useful.
- **Prayer:** Invite the Holy Spirit to be the teacher today. Ask Him to speak to each of you through the Scriptures and through the experiences of fellow group members. Pray also that one area of brokenness in each member's story will be revealed to that person.

GOD'S STORY (15 minutes)

Read out loud as a group and then discuss John 8:1-11

How would it have been different If Jesus had reversed the sequence of what He said in verse 11, if he had required the woman to leave her life of sin before telling her that he did not condemn her? -Or- Where do you see yourself in this story?

Write your answer here and then discuss with the group...

DISCUSSION STARTER (20 minutes)

After everyone writes down brief answers for the following questions, the person with the longest hair goes first by sharing their answers with the small group.

Tell about one person with whom you would like to share your faith, someone from your "Wish List" out of the 3Story classroom training you received earlier.

1. Name of one of the people from your "Wish List":
2. How long have you known this person?
3. How well do you know each other?
4. What do you like best about your friend?
5. What does your friend know about your faith?
6. Why do you suppose he or she hasn't chosen to follow Jesus?
7. What's one area of need in his or her life that Jesus would want to begin to meet?
8. What could you do to listen better to their story?

The person who shared first chooses the next person to share - who is given the option to "pass" - until everyone in the group has shared, then the second person to share chooses the third person, etc.

THE LAST WORD: **Take 5 minutes** to answer the following questions.

1. What do you think was the most significant thing you heard or did or thought about during today's small group?
2. What is there about what you wrote down today that will require you to take action?
3. What do you plan to do about that this week?
4. Who are you going to tell about your plans so they can help you with prayer and encouragement?

3Story YFC Adult Training 2.1-- Small Group follow-up session #3

INSTRUCTIONS (10 minutes)

- **Objective:** As a result of this experience, participants will learn how to love others well.
- **Overview:** To share my faith with you, I must discover your story. Why? Because I can't expose you to Jesus' love without giving it to you myself and I can't give it to you unless I am being filled up with His love for me.

I can't give you Jesus' love unless I've got it myself. I need His love constantly. When I've got it, I can give it. And when I give it, you get a taste of Jesus. How can I give you a taste of Jesus' love? I have to first make sure I'm receiving His love, lots of it! Then giving Jesus' love becomes easier.

- **Bottom Line:** To tell the truth about Jesus, I must first experience His love for me and then learn to share authentically that love with my friends.
- **Preparation:** All group members need Bibles, pens and small group session #3 hand-outs. One group member must mention to the group that everyone should bring their "Wish List" from the original 3Story classroom training next week for small group session #4. Another group member must bring a copy of the movie, "The Big Kahuna," for this week's small group session #3.

It is crucial that someone in the group (or the entire group!) watches the entire movie before this session. Set up the scene by describing the movie overall: Who is in it, what are they doing, what is the basic conflict in the movie, etc. Begin with, "The Big Kahuna is the story of three salesmen on a trip where they're selling industrial lubricants..." Many people will not have seen the movie, unless you watch it together.

Be specific at this point. One of the characters is a young Christian who just had a huge argument with another of the men about whether it was OK for him to talk about Jesus with a prospective customer instead of selling their product. We pick up the scene at the end of the movie where Danny DeVito gives some hard feedback to the young Christian man.

[Big Kahuna Clip DVD Scene #22 titled, "Character." Begin after Kevin Spacey leaves the room and end after DeVito says, "Goodnight" to Bob.]

- **Prayer:** Invite the Holy Spirit to be the teacher today. Ask Him to speak to each of you through the Scriptures and through the experiences of fellow group members. Pray also for each member's ability to be real, authentic and loving with their friends and family members who are not-yet-following-Christ.

GOD'S STORY (10 minutes)

Read out loud as a group and then discuss John 7:37-52

How important is it to actually be thirsty for life when you come to Jesus?

Write your answer here and then discuss with the group...

DISCUSSION STARTER (25 minutes) The Big Kahuna Clip

Be aware that this discussion is intended to be provocative. A list of right answers will not surface. Simply ask the questions and other follow-up questions if necessary. The goal is to continue learning how to dialogue while challenging and motivating one another to become increasingly authentic in their relationships.

- What struck you as you watched this piece?
- Who in the movie is most thirsty?
- Talk about whether you agree or disagree with the following statements from the clip. Why?

"Preaching Jesus is like selling anything else..."

"To talk honestly to someone, ask him about his kids, what his dreams are..."

"As soon as you lay your hands on a conversation to steer it, it's not a conversation anymore. It's a sales pitch and you're a marketing rep."

"Character is when you see the folly in something you've done and wish you could do it again, but you can't."

"Honesty will reach out from inside and tattoo itself all across your face..."

One interesting observation you'll notice (if you watch the whole movie): Danny Devito's character is on a spiritual journey and Bob, the Christian, misses the opportunity to unfold God's story because his agenda doesn't include listening.

THE LAST WORD:

Take 5 minutes to pray together, inviting The Father into your discussion and your conclusions.

3Story YFC Adult Training 2.1 -- Small Group follow-up session #4

INSTRUCTIONS (5 minutes)

- **Objective:** As a result of this experience, participants will learn how to think of the 3Story way of life in ways that enable them to spend a lifetime getting to know Jesus more personally and then naturally sharing their discoveries about Jesus with the people they love.
- **Overview:** To share my faith with you naturally and with Holy Spirit power, I must learn to live life a certain way. I can't simply memorize certain words or a speech, I must live an authentic Christian life, loving God and loving the people He places in my life. That's the 3Story lifestyle.

3Story is a way of life that guides followers of Christ to BE good news while telling stories of The Good News. So, I'm a story-teller who is learning to follow Jesus with genuine, growing faith. I'm abiding in Christ, consistently. I'm loving people more and more. I'm listening well to people's words and to their hearts. I'm connecting stories so that people can see that God is alive and at work in my life and in their lives.

- **Bottom Line:** To share my faith, I commit myself to a lifelong, authentic, growing understanding of who Jesus is and to an awareness that each person's story is deeper than I realize. I continually learn to connect stories as a way of strengthening every relationship in my life.
- **Preparation:** All group members need Bibles, pens, small group session #4 hand-outs and their personal "Wish Lists" from the 3Story training classes.
- **Prayer:** Invite the Holy Spirit to be the teacher today. Ask Him to speak to each of you through the Scriptures and through the experiences of fellow group members.

GOD'S STORY (15 minutes)

Read out loud as a group and then discuss John 19:17-42

Look closely at one of the persons who were reported to be standing around the cross while Jesus was being crucified. What do you imagine their lives were like after their experience?

Write your answer here and then discuss with the group...

DISCUSSION STARTER (10 minutes)

The person with the shortest hair goes first. Share one of your biggest obstacles to living this 3Story way of life: a struggle you are having trouble overcoming, a stumbling block or an unanswered question.

Write your answer here and then discuss with the group...

THE VERY LAST WORD: (20 MINUTES)

Pull out your "Wish List" from the original 3Story training classes you experienced earlier. Lay them on the floor in the middle of the group. Invite one person at a time to move into the center of the circle with the "Wish Lists." Pray for one group member at a time after briefly hearing from them about any struggles they need to overcome in the faith-sharing process of living a 3Story lifestyle. Pray also for some of the specific names on each person's "Wish List." Bless one another.