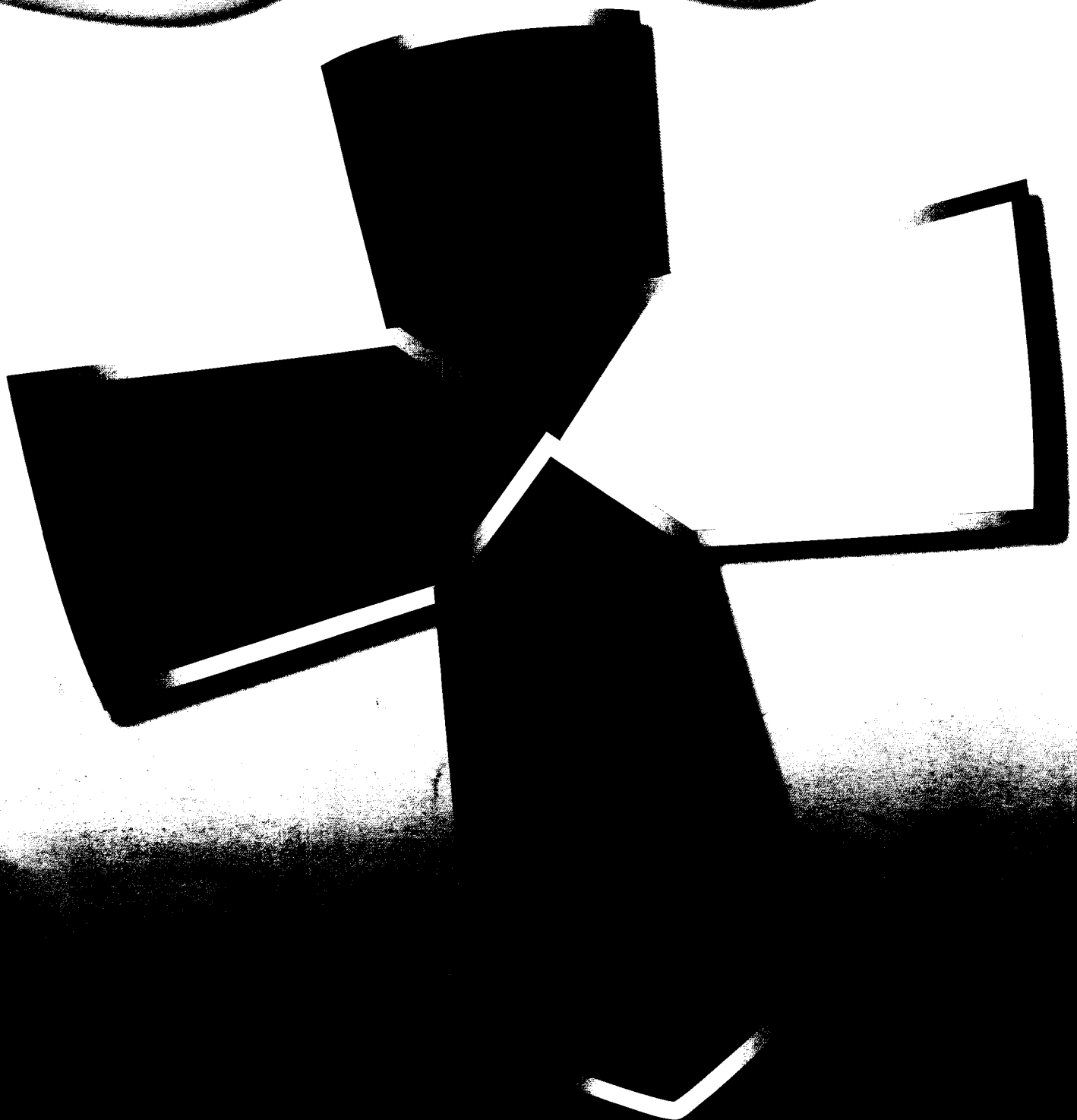


God and Church



Created for Protestant and Independent Christian Churches for use with young people in grades 6-8.

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NOTE: This program requires that students have original workbooks and present their work to the pastor for final approval.

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Welcome and Thank you!

Welcome to the *God and Church* program, and thank you for your commitment to help young people grow in their Christian faith. YOU are an important component in this *God and Church* program. Resources and curriculum cannot replace the impact that a dedicated Christian adult can have on the lives of young people. Thank you for your gift of time and self.

PART I

Understanding the *God and Church* program

What Is the *God and Church* Program?

The *God and Church* program is the third program in the P.R.A.Y. Series. The P.R.A.Y. Series is a program of the church. Its objectives are to help young people grow in their understanding of the Christian faith, to help young people see how other people have translated belief into action, and to provide young people with the opportunity for Christian service to others. A conscious effort has been made to develop each unit of the program without theological bias; yet each program is designed to permit the introduction of particular theological and denominational viewpoints on the material being studied. It is the responsibility of the counselor to provide this input. The P.R.A.Y. Series has been recognized by several national youth-serving agencies as the religious emblem program for Protestant and Independent Christian churches.

Who Is the Counselor?

The counselor is the pastor. Or the counselor may be a person appointed by the pastor, such as a parent, Sunday school teacher, church lay leader, or so forth. The counselor should be someone who likes and relates well to young people. And especially for the *God and Church* program, the counselor should be someone who has some working knowledge of the congregation and be willing to serve as a resource for the student. Regardless of who serves as the counselor, the final review must be done by the pastor.

Curriculum Goals

The goals of this program are for young people to

- strengthen their relationship with Christ
- learn about and participate in the worship and ministry of the church
- make a plan for daily Bible reading
- memorize a creed or statement of belief or passage of scripture
- experience the joy of serving others
- record their faith journeys by making a video or photo album

Components of the *God and Church* Program

The *God and Church* program uses a "journey" as its theme. Each section has the following components:

Looking Back: To review previous lessons

Anticipating the Journey: An activity or exercise to set the stage for presenting the lesson

My Journey in the Bible: To read and study Bible passages (this is the main part of the lesson with questions to answer and/or discuss)

Highlights of My Journey: To summarize an important discovery or lesson learned

Picture This!: To apply the Bible lessons by creating a video or photo album

Service Project: A required service project at the end of every unit

Picture This!

The video or photo album is an opportunity for students to be creative and to make practical application of the Bible lessons they have learned. It should be an energetic and fun learning time. It should be simple and to the point. It also should be youth driven. You, as the counselor, need to keep the participants on task and make sure everybody has a role to play, but the students should be the ones making the choices and finding ways to apply the Bible lessons they have learned.

As the students choose between the video and the photo album, keep in mind several differences. The video can be a group project (though individuals can also produce a video); the photo album is an individual project. The video requires special photographic equipment; the photo album can be completed without any special equipment. The video will require three main segments (one for each of the three units); the photo album will require a new chapter after each and every lesson (a total of seven).

If your class is making a video, your class sessions will have to include planning time for students to choose a topic, write the script, assign roles, make a list of costumes and props, and divide assignments among the participants. Each unit has two or three lessons, so your class will have two or three planning sessions to prepare each video segment. The sample schedule (see page 36) provides a separate session called a "Mile Marker" for the filming of the video segments (see "Mile Marker" page 4).

With the photo album, you have a little more flexibility in planning. You can provide class time to plan the photo album, but the students can actually work on their photo albums at home. You don't necessarily have to devote class time to assembling the photo albums in the same way you

need to devote class time for planning and filming the video. If that is the case, you can shorten the Mile Marker session and use it to wrap up the unit, or you can use it for a field trip or a guest speaker. You can also choose to skip the Mile Marker session.

Please be sure that your choices for the “Picture This!” sections are financially feasible for your group. You do not have to purchase photographic equipment. The choices for the photo album always will include a project that can be done without taking actual photos with a camera, such as collecting brochures, making drawings, finding pictures in magazines, and so forth. These are viable options that avoid extra expense.

As you consider the video and photo album, it will be important for you to be very honest with yourself. If doing a video or photo album does not excite you, or if it seems like a lot of work, please consider finding a person to help you with this portion of the program. The goal of the video/photo album is to have the students apply what they have learned, not to produce a masterpiece. Allow students to make their own choices and to take ownership of their projects: their enthusiasm will help guarantee their success.

Mile Markers

Mile Markers will appear at the end of every unit (they appear only in the Counselor Manual; they do not appear in the Student Workbook). Mile Markers are different in format from the regular lessons and will be opportunities to wrap up the unit, get caught up on any missing assignments, film the video, and look ahead to the next unit. Mile Markers should be adapted to suit your particular needs. If your class is not going to use the Mile Marker to film a video, perhaps the Mile Marker session can be used for a field trip or a free week for students to complete their service projects.

Projects

Students are required to complete a project at the end of every unit. Look at the projects in advance. Some may require advance scheduling, such as visiting other congregations, participating in a worship service, attending committee meetings, visiting community organizations. Since *God and Church* is supposed to be a “journey,” you may want to schedule one or two of these as field trips. If it is not possible to plan field trips, you will need to preview the choices with your students in advance so that they have enough time to make arrangements on their own. In fact, this Counselor Manual actually suggests that the counselor present each project at the beginning of each unit so that students can be working on their projects and hopefully finish them by the end of that unit (see sample schedule on page 36).

Setting Up a Program

The *God and Church* program can take place in many types of settings. You may be working with one child or with twenty, or you may be conducting a class for one or more mentor pairs. Your class may be made up of youth from one denomination or from many. You may be meeting once or

twice a week or only once a month. It is impossible to provide a separate counselor guide for each situation, and we would not want to suggest only one format in which the program could be completed. Therefore, it is our intent to provide you with a guide that you can use and adapt as needed. This guide is designed with a class setting in mind. This does not mean that a class setting is preferred over a one-on-one teaching situation. Individuals can participate in this program by working at their own pace and meeting with their counselor as needed. The counselor can adapt the lesson plans and activities for one-on-one teaching situations.

Consider whom you will invite to participate in your class. Will it involve only youth from Boy Scouts? Camp Fire? Girl Scouts? Will it be open to all sixth-, seventh-, and eighth-graders from your congregation? from your denomination? from all Protestant and Independent churches in your area? Sample letters and newsletter articles can be found at www.praypub.org.

Consider if you will ask parents to serve as mentors. A mentor is an adult (usually a parent) who works side by side with his or her child in the program. The mentor completes the Mentor Workbook and attends meetings with the student. The mentor program is a wonderful option for parents, encouraging them to share their faith with their children. If you will be working with one or more mentor pairs, you will need to review the material in the Mentor Workbook. The mentor does NOT take the place of the counselor. The mentor is a student alongside the child, and both the mentor and child need to report to the counselor. The adult mentor is eligible for special recognition items found in the back of the *God and Church* Mentor Workbook.

A typical schedule for completing this program will include an introductory session, seven meetings to complete the lessons in the Student Workbook, and three Mile Markers for a total of eleven meeting times. Each session will require 1½-2 hours each, depending on which activities are completed at home and which are completed in class. This Counselor Manual makes the assumption that all work (except for the service projects and perhaps the photo albums) will be done in class. However, you, as the counselor, may choose to set up your program differently. Perhaps you want the Bible lessons to be completed at home before coming to class. Or you may want the students to film the video at home with their families. Whatever you decide, communicate your expectations very clearly to your students and families. A sample “Schedule and Assignments” sheet is provided on page 36 (it is also available on the P.R.A.Y. Web site at www.praypub.org if you want to download it and make changes to it). You may want to consider adding a free week to the schedule to allow students to work on their service projects.

Lesson plans are provided for you. They provide sample responses (in italics), discussion starters, and optional activities for you to use as you teach each session. Please review this material. There are more activities than you can do in one session. This is intentional. Do not expect to do

them all. Please select the activities with which you are most comfortable and the ones you think your students will most enjoy. Be sure to have a plan if you run out of time. The lesson plans are designed with a class setting in mind. Please adapt them for one-on-one teaching situations.

Besides leading the participants through the *God and Church* curriculum, the counselor should also consider the following:

- **God and Church Party:** A party is a wonderful way to conclude your program. Plan something simple, such as an ice cream social. It could be a separate meeting or part of the last meeting. You could celebrate with just the class members or invite the pastor, families, and so on. Consider asking parents to take charge of the party. You will want to make some decisions yourself before offering the class any options. A class party is optional.
- **Final Review:** The final review must be done with the pastor. This is an opportunity for the young people to get to know their pastor and to share what they have learned. The final review with the pastor can be done as a class (perhaps at the last session). Or if you have students from different congregations, you may have them arrange for a final review with their own pastors. Be sure to communicate your expectations and include instructions on your class schedule. Do not allow students to wait until the last minute to make appointments with their pastors. Sample questions to help the pastor conduct the final review are found on pages 37-38.
- **Award Ceremony:** With the pastor, plan a recognition ceremony to honor the young people in a church setting (a morning worship service, a church dinner, or other congregational event). Invite all students to participate in the award ceremony. However, if there are students who belong to other congregations, encourage them to arrange presentation ceremonies in their congregations with their own pastors. Consider attending such ceremonies if your schedule permits and the students want you to do so. Your class schedule should include dates, deadlines, and specific instructions for the award ceremony.

Planning the Award Ceremony

The award ceremony is an important celebration for the students who have completed the *God and Church* program. Whether there are twenty students or one, this is a time for the student(s) to share what has been learned. The recognition that they receive will be a way for them to witness to their faith. The counselor should meet with the pastor to arrange for a time when students can share their achievements with the congregation. Remember to allow enough time after the last meeting to order and receive the awards through the mail. Awards cannot be ordered until the students have met with their pastor for the final review.

After you have determined the date of the award ceremony, you will need to set two other dates (these dates are especially important if your students belong to different congregations): the deadline for students to indicate whether or not they will be participating in the ceremony and the deadline for

students to turn in award application forms.

A sample presentation ceremony will be sent with each order. This sample presentation ceremony is also available on the P.R.A.Y. Web site at www.praypub.org. Be sure to involve the students in planning this special day. Encourage them to share what they learned. They may want to

- read their final response describing their relationship with Christ and with the church
- display their photo albums and other work
- show a portion of their video
- act out one of the Bible stories used in the course
- design the cover for the bulletin
- sing a song
- host the coffee hour
- provide information so that other families can learn about the *God and Church* program

Counselor Tips

- Observe appropriate counseling techniques. Provide proper adult supervision at all times.
- Don't assume families consist only of parents and children. There are many different types of families: grandparents and children, single mothers, single fathers, foster families, adoptive families, blended families. You may have children of refugee families or children for whom English is a second language. Be sensitive to the different family structures represented in your group.
- You may be working with a group that includes both church and unchurched youth. Take care to explain terminology and concepts (i.e., salvation, resurrection) completely in a way that makes sense to them.
- The word church will refer to the larger body of Christ, whereas the word congregation will refer to the local house of worship.
- The curriculum will require that students study the history, worship, and ministry of a local congregation. If students do not belong to or are not active in a local congregation, talk to their parents and find out which congregation will serve as "home church" for their children to study.
- Encourage questions from all participants and be comfortable in saying, "I don't know, but I'll look for an answer" if you are unable to provide an answer right away. Be sure to follow through. Involve the pastor if you need to.
- Encourage discussion as much as possible. Possible responses to discussion questions are listed after each question. The possible responses (in parentheses) do NOT appear in the student workbook.
- Whenever the term "denomination" is used, it also refers to fellowships and associations.
- In the course of class discussions, feel free to require a written response to a discussion question that has been particularly meaningful.
- Anytime that a Bible verse is mentioned or referred to in the Student Workbook, take the time to look up and read the actual passage with your students.
- Whenever the word *parent* or *parents* is used, it indicates the adult or adults heading the student's family (parent,

- It is essential that you read through each lesson plan (more than once!) prior to the class. You may need (or want) to adapt activities to best fit your group. You will also need to know which options you will be using and that you have all the supplies for the lesson.
- Visit P.R.A.Y.'s Web site (www.praypub.org) for additional resources (i.e., sample newsletter articles, assignment schedules, project ideas, presentation ceremonies, etc.). Feel free to contact P.R.A.Y. via the Internet. We also hope that you share your success stories with us.

A special pin and embroidered emblem are available for the counselor. These items may be ordered in advance and worn by the adult while teaching the class. Having the award visible will provide incentive to the participants.



- Approximately 3/4 inch in size
- Worn on non-uniform clothing



- 3" embroidered patch
- Worn on non-uniform clothing
- May be worn as a temporary patch on the front of the BSA uniform

Please note that these counselor items are also listed on the award application form in each participant's Student Workbook. Sometimes the students' families will order a pin for the counselor as a way to show their thanks and appreciation.

Notes, Ideas, Thoughts

PART II

Teaching the *God and Church* Curriculum

INTRODUCTORY LESSON: Welcome to the *God and Church* Program!

Objectives

Students will

- become acquainted with the counselor and with each other.
- become familiar with the content and expectations of the *God and Church* program.
- discuss the choices and choose between making a video or photo album.
- make a plan for daily Bible reading.
- understand how *God and Church* will be a "journey."

What You Will Need

Name tags, *God and Church* Student Workbooks, pencils, handouts of schedule, stapler, Bibles.

Optional: magazines & calendars with lots of pictures, picture of a cross, two suitcases with lots of items to pack, teen devotional books or magazines, sample plans for reading the Bible

Opening Activity

Do an activity to get the participants thinking and talking about "journeys."

- Ask participants to look through old magazines or calendars to find a picture that represents a journey they would like to take. The picture can be a scene or a place (such as a beach, city, mountain, etc.) or it can be something that shows what you would like to do or see once you get to your destination (for example, snowboarding, swimming, watching a parade, seeing grandparents, etc.). Have lots of pictures. Set a time limit for finding a picture. Gather the group together and have the participants say their names, show their pictures, and tell about their ideal journey. After everyone has had a turn, show a picture of a cross. Talk about the journey that Jesus made to the cross. Then hold up the *God and Church* workbook and explain that this program will be a journey to bring us closer to Jesus and to the church.

Do this follow-up activity to help learn everybody's name. Collect all the pictures and randomly pass them out. See if everyone can name the person to whom the picture belongs, that is, name the person who was originally holding the picture.

- Form two teams. See which team can pack the most items into an old suitcase. This activity will require two suitcases and a lot of miscellaneous items to pack (i.e., clothes, books, boots, towels, etc.). If you want, add a relay race and have each member of the team carry the heavy suit-

case across the room and back. After the race, talk about packing for a journey. What are the things that we need versus what we want to take? Why might some people consider packing to be one of the least enjoyable parts of a journey? Why is it one of the most important parts of the journey? How cumbersome is it to lug around a suitcase? Then talk about faith journeys. What do we need to pack? What do we need to learn about? Is it a chore? Is it cumbersome? How can it be enjoyable? How is it important? Explain how the *God and Church* program will be a journey to learn about Christ.

Introductory Lesson (STUDENT WORKBOOK, PAGE 3)

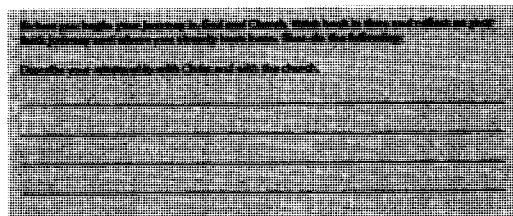
Read the introductory paragraphs on page 3 in the Student Workbook. Then read Joshua 1:1-9 and draw the following comparisons between Joshua and the students: both are facing enormous tasks; both are to study God's Word; and both can claim God's promise to be with them always everywhere.

Introduction Welcome to the *God and Church* Program!

The *God and Church* program will be a journey. Actually it will be a continuation of a journey that you have already started. It will be a faith journey that will help you grow closer to Christ and be a stronger member of your church family. You will ask questions and make discoveries about yourself, about Jesus, and about the church. You will make a video or photo album to remember the highlights of your faith journey. You will need a Bible and a traveling companion or a "counselor." Your counselor will walk with you along your journey, share your experiences, and serve as a guide when necessary. Talk to your parents and your pastor about who will serve as counselor for you. Consider if your parent(s) would like to participate as mentors.

Joshua was someone in the Bible who was also facing a journey. Joshua was the leader of the Hebrew people after Moses had died. After wandering in the desert for forty years, Joshua was to lead the people of God across the Jordan River and into the Promised Land. But Joshua was not alone. God had promised to be with him. Joshua didn't have to be afraid or discouraged, because God promised to be with him wherever he went.

As you begin your journey in *God and Church*, you too have the assurance that God will be with you. God will strengthen you and bless you as you learn to walk with God.



Daily Bible Reading

The best map that you can take on your faith journey is the Bible. The Bible is the Word of God. God can speak to you through scripture. By reading and studying the Bible, you can come face-to-face with God. The project for Unit 1 requires that you read your Bible every day for three weeks (it will take you about three weeks to complete Unit 1). You will need to start on this project right away. Turn to page 15 in the Student Workbook to make a plan for reading your Bible everyday.

GOD AND CHURCH STUDENT WORKBOOK • PAGE 3

LESSON 1

MY JOURNEY: Meeting Jesus, the Person

Objectives

- Understand that Jesus shared our humanity.
- Know why it is important that Jesus was human.
- Become familiar with several events in the life of Jesus.

What You Will Need

Ten notecards for each student (envelopes or plastic bags or rubber bands for each student to store their notecards)

Optional: timer, paper for each student

Look Back

- See if the participants remember one another's names.
- Who was Joshua? What comparisons can you make between yourself and Joshua?
- Check your students' progress on their daily Bible reading plan. If everybody is following the same plan, ask a few questions about the scripture that was read.

Opening Activity

Set a timer for one or two minutes. Have the students write the names of as many famous people as they can think of. (They may be surprised by how many names they can write.) Their lists may include athletes, actors/actresses, musicians, politicians, and even famous people in history who are no longer living. When they are finished, compare their lists. Does everybody know every name listed? If older adults (parents or grandparents) had done this exercise, do you think you would know every name on their lists? Would they know the names on your list? What do you have to do to become famous? Are famous people known to everybody (or just to certain age groups)? Do you think that they will still be famous in five years? twenty years? What do you think a person has to do to become famous for all time? Did any of the lists include Jesus? Why would Jesus belong on a list of famous people?

Anticipating the Journey (STUDENT WORKBOOK, PAGE 4)

This exercise will help students see Jesus as a real person. It might be easy for your students to think of examples of when Jesus was a baby. Challenge them to think of Jesus as a youth their own age.

My Journey in the Bible (STUDENT WORKBOOK, PAGE 4)

1. As students look up these Bible verses, be sure to discuss other emotions and human traits besides the ones included in the passages. Can your students think of some Bible stories when Jesus was happy? Can they picture Jesus laughing?

- a. John 19:28—*Jesus was thirsty.*
- b. John 11:35—*Jesus wept.*
- c. Matthew 27:46—*Jesus despaired.*
- d. Luke 22:44—*Jesus was in anguish.*
- e. John 2:13-16—*Jesus was angry, almost violent.*

Additional passages:

Luke 2:6-7—*Jesus was born and wrapped up to keep warm.*

Luke 2:48—*Jesus worried his parents.*

Mark 1:35—*Jesus woke up early to be by himself.*

Mark 2:15—*Jesus was sitting at the table surrounded by people.*

2. Read Hebrews 2:17-18, 4:15, and 5:7-9. Why is it important that Jesus was human? *Jesus had to know our hurts and our shortcomings in order to help us. Jesus knows all our temptations, all our sorrows, and understands us. Jesus sympathizes with us. Jesus had to be tempted in every way in order to be the perfect sacrifice for our sins.*



Lesson 1

My Journey: Meeting Jesus, the Person

Anticipating the Journey

Jesus started out as a baby, just as you did. He learned to crawl and then to walk. Jesus had to learn to talk and then to read and write. Although Jesus lived in a very different time, many things in Jesus' childhood were similar to things in yours. Take the time to think about Jesus growing up as a child. What are some things that you think would have been the same for both you and Jesus? (Use your imagination. For example, would Jesus have needed a baby-sitter from time to time? Would he have fallen down and cut his knee? Did he have chores? Homework?) What does this mean to you?

1. We often overlook the humanity of Jesus, but Jesus was fully human. Read the following passages and explain how they show the human side of Jesus.

- a. John 19:28 _____
- b. John 11:35 _____
- c. Matthew 27:46 _____
- d. Luke 22:44 _____
- e. John 2:13-16 _____

2. Read Hebrews 2:17-18, 4:15, and 5:7-9. Why is it important that Jesus was human?

My Journey in the Bible

The first part of your God and Church journey will introduce you to Jesus. As Christians, we strive to walk hand in hand with Jesus. Who is Jesus? Jesus was a real person who lived and walked on this earth. He is one of the most famous figures in all history. This first section will focus on Jesus, a true human being.

3. Match each item in Column A with the correct event in Column B.

1. F Stones into bread = Jesus is tempted
2. I Empty tomb = Jesus rises from the dead
3. G Fishers of people = Jesus calls his disciples
4. E Hosanna! = Jesus' triumphant entry into Jerusalem
5. B Go and make disciples! = The Great Commission
6. H Manger = Jesus is born
7. A Upper room = The Last Supper
8. D Sun stopped shining = Jesus dies on the cross
9. J Dove descending from heaven = Jesus is baptized
10. C Water into wine = Jesus' first miracle

4. As students rearrange their note cards in chronological order, feel free to include additional events if you like. You may want to provide envelopes, plastic bags, or rubber bands to help your students store their notecards. These notecards can be used later to play games as a fun way to review this lesson.

Jesus is born

Jesus is baptized

Jesus is tempted

Jesus calls his disciples

Jesus' first miracle

Jesus' triumphant entry into Jerusalem

The Last Supper

Jesus dies on the cross

Jesus rises from the dead

The Great Commission

5. Listing three things about each event will serve as a review for students who have been brought up in the church. Divide the stories among the class. You may allow them to work in small groups. Each group can look up and read one story and then share with the class the three things that they chose to write on their notecards.

This exercise will take much longer for participants who are new to the church and who may not know much about Jesus. This will be a way to teach some important stories of Jesus. Take the time to read each story aloud. Together find three things to write on the back of each notecard.

Optional Activities:

- Have students look through their notecards and pick the event that they were least knowledgeable about. Then have them pick one or two events that mean the most to them. Take turns explaining why.
- If the students had to make notecards to describe the events in their lives, what kind of events would they choose? What stands out the most (both good and bad)? (trips, vacations, meeting a best friend, a death in the family, a pet, moving, receiving an award) What events have brought you closer to God?
- Play some games with the notecards. Mix up the cards. Divide into teams and see which team is first in arrang-

ing them in chronological order. Or spread the cards face up on the table. Start describing the event and see which person can pick up that card first. Or make a new set of cards (copy the items from both Column A and Column B on notecards) and play a matching game.

Highlights of My Journey (STUDENT WORKBOOK, PAGE 5)

Postcards have brief messages. They're exciting because they tell about the highlight of a trip. Make this a quick exercise for your students. You may want to have them sign and date each one. At the end of the *God and Church* program, the postcards will serve as a nice summary of their journey.

2. George Washington, Martin Luther King, Jr., Mother Teresa, Jesus Christ ... all were fully human; all are famous historical figures. Biographies have been written about these individuals to help us understand their place in history and the impact that they have on us today. Our study of Jesus will begin with a biographical sketch of Jesus' life as recorded in the Bible. Each of the items listed in Column A are associated with a particular event in the life of Jesus. Match each item in Column A with the correct event in Column B. (If you are not familiar with these events, you may need to read about them in your Bible.)


Column A	Column B
1. Manger	A. Jesus' first miracle
2. Upper room	B. Jesus' triumphant entry into Jerusalem
3. Sun stopped shining	C. Jesus' first miracle
4. Empty tomb	D. Jesus' triumphant entry into Jerusalem
5. Dove descending from heaven	E. Jesus' first miracle
6. Water into wine	F. Jesus' first miracle
7. Fishers of people	G. Jesus' first miracle
8. Hosanna!	H. Jesus' first miracle
9. Stones into bread	I. Jesus' first miracle
10. Go and make disciples!	J. Jesus' first miracle

4. Copy the events listed in Column B on notecards. Ask your counselor if there are additional events that you should add to the list. Then arrange the notecards in chronological order. Consult your Bible to figure out the correct order.

5. On the back of each notecard, list three things that you know or learned about that event. Read more about the event in your Bible if you cannot list at least three things.

Highlights of My Journey

Look back over what you have learned from this leg of your journey about meeting Jesus, a true human being. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and call about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your faith journey or someone who you feel would benefit from what you learned.


TO:

GOD AND CHURCH STUDENT WORKBOOK • PAGE 5

Notes, Ideas, Thoughts

Picture This! (STUDENT WORKBOOK, PAGE 6) Video

The first video segment focuses on Jesus. One suggestion is to pretend that it is Good Friday and that Jesus has just died. Your news team can prepare a special tribute to his life. Your students can cover as many events as they want, depending on the size of the class. Your anchorpeople can break in and cover the resurrection story "live" on Easter morning. Keep in mind that your students will be studying Lessons 2 and 3 while planning their first video segment. There may be additional items that they want to add as they complete these lessons.

As students choose the events for their video, they do not have to be limited to the events listed on page 5 in the Student Workbook. Students who have been brought up in the church may know many more stories. Encourage them to consider Jesus' miracles, his parables, and other favorite stories.

It is very important to divide the video project into smaller tasks. The quicker you can assign specific tasks to individuals (or to small groups) the better off you will be. Perhaps different groups can be responsible for a specific event in the life of Jesus. The groups will be responsible for writing scripts for the anchorperson(s), writing scripts for the actors, making a list, and collecting any necessary props and costumes, etc. The events can be covered in different ways. Perhaps one group will choose to interview some eyewitnesses; another group may want to reenact the event.

Your students will continue to work on Video Segment 1 for the next two sessions (they will film it during Mile Marker 1). Allow enough time for them to brainstorm and be creative during this initial planning session. Let students do the planning and ask for a report at the end of the session. Tell them that they will start writing their scripts next session.

Photo Album

Students will be asked to add "chapters" to their photo albums. The number of pages in each chapter will be up to the students and depend on the type of assignment they are doing. Encourage the students to create title pages for their chapters to identify the themes and connect them to the *God and Church* curriculum. Each lesson requires a new chapter. Students are expected to complete each chapter before the next lesson.

If your students choose to take pictures with a camera, have them list each picture that they want to take, that is, who or what will be in each picture? Where will it be taken? Any special background or angle to the picture? Any special instructions? Review this list with them to make sure that it is complete. Remind them to have plenty of light when taking pictures.

- ☐ Collage—(If the students want to, they may add phrases to their collages, e.g., "Jesus wept," "Jesus thirsted," "I imagine Jesus laughing over a favorite joke.")
- ☐ Choose two events in the life of Jesus that are especially meaningful to you. Find pictures to illustrate the event and your feelings about it. (For example, a picture of friends or a teacher and student may illustrate Jesus' relationship with his disciples; a picture of a family sharing a meal may illustrate the Last Supper; a picture of someone crying may illustrate feelings about the crucifixion and death of Jesus.)
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching. (It may be helpful to have some sample postcards. Postcards are attractive and seem to capture the essence of a place or event. You may want the students to design more than one or a series of postcards. Encourage them to put some thought into their design.)

Closing

- Review the schedule. Have students write in any assignments or things that they need to bring to the next meeting.
- Remind students to continue their plan for daily Bible reading.
- Close with prayer:

Heavenly Father, we thank you for Jesus, who shares our humanity—our hurts, our sorrows, our joys.

*As we learn of Jesus' life here on earth,
may it point us to Jesus' heavenly reign above. Amen.*

Picture This!

"Picture This!" will be at the end of each lesson after you have studied and discussed portions of scriptures. It will be a record of your journey. You can choose between making a video or a photo album. This will be an ongoing project throughout the entire program.

If you choose to make a video, you will need to have access to a video camera and other related equipment. Your assignment will be to produce a news program with interviews, live news, commercials, special programs, anchorpeople, and so on. You will decide the content and the format. There will be three main video segments. If you choose to make a photo album, you will need a notebook or scrapbook and a camera. Your album will be a collection of photographs, drawings, paintings, and other works of art. There will be seven "chapters" in your album.

Take the time to page through the *God and Church* workbook and look at the "Picture This!" sections. Talk with your counselor about your ideas for a video or photo album. Regardless of whether you choose to make a video or photo album, you will need to show your work and share your stories with others at the completion of the *God and Church* program.



Video

Decide on a name for your TV show and design a logo for your program. Choose one or two anchorpeople to host your show. Every time you film a segment for your show, your anchorpeople will introduce or announce the new story. Your anchorpeople will provide the continuity throughout the video. Your assignment is to introduce your show, explain the purpose of your program, and plan the first segment. Your first

segment will focus on the life of Jesus. Decide which events in Jesus' life you will cover. Then decide how you will cover them. Consider the following options:

- ☐ Interviews—Interview people who know Jesus.
- ☐ Live coverage—Use a special "time machine" to go back in time and cover the news "live."
- ☐ Commercial—Include a commercial for the Bible and how it teaches people about Jesus and brings people close to him.
- ☐ Personal story—Share your own faith story and tell what Jesus means to you.

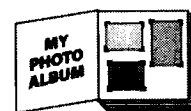


Photo Album

Make a cover or title page for your photo album. Besides a title, be sure to include your name and date. Introduce yourself and your counselor by including a picture of the two of you. Your first chapter in your photo album will introduce Jesus and show his humanity. Choose one or more of the following options or design your own. Add labels and descriptions to go along with your pictures.

- ☐ Make a collage (a collection of pictures) of faces of people that show the many different emotions and feelings that Jesus would have felt (i.e., happy, sad, worried, hungry, thirsty, etc.). You may take photographs of people with different facial expressions, or you may cut pictures out of old magazines or newspapers. Use as many pictures and as many pages in your photo album as you want.
- ☐ Choose two events in the life of Jesus that are especially meaningful to you. Find pictures to illustrate the event and your feelings about it.
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

LESSON 2

MY JOURNEY: Meeting Jesus, the Son of God

Objectives

- Understand that Jesus is fully divine; he is the Son of God.
- Hear the Good News of Jesus.

Look Back

- Check your students' progress on their daily Bible reading plans. If everybody is following the same plan, ask a few questions about the scripture that was read.
- Review Lesson 1. Why is it important that Jesus was human? What was Jesus' first miracle? What were the three temptations that Jesus faced in the wilderness? What event is associated with the shouting of "Hosanna!"?
- If you have time, ask students to arrange their notecards (from Lesson 1) in chronological order. Make it a race.

What You Will Need

Optional: bag with slips of paper (listing items students have never seen), Bible dictionary, embroidery thread, beads, color pencils or crayons

Opening Activity

On small slips of paper or notecards, list items that you think your students have personally never seen or touched (e.g., the North Pole, Australia, rattlesnake, Abraham Lincoln, sapphire, etc.). Put the pieces of paper in a bag. Ask students to get in small groups of two or three. Have each group pick a paper out of the bag and discuss how they can prove that the item exists. If they have never seen the item with their own eyes or touched it with their own hands, how do they know it exists? How can they know for sure? (You may also do the reverse of this activity. Include items that do NOT exist: tooth fairy, Easter bunny, Santa Claus, or even some outrageous headlines from some of the grocery store tabloids. Can you prove that these items do NOT exist?) Explain that Lesson 2 will focus on Jesus and believing without a doubt that he is the Son of God.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 7)

Do different people know you by different names? (*Most students will agree that not everybody will call a person by the same name.*) What do your names tell about you and the relationships you have with other people? (*Some nicknames are personal and indicate a very special relationship. A term of endearment such as "sweetheart" shows a very close relationship. A derogatory name would indicate an antagonistic relationship. Using a formal name, "James", instead of "Jim" might show that they don't know each other very well.*)

My Journey in the Bible (STUDENT WORKBOOK, PAGE 7)

1. As you look up the many different names for Jesus, you

may want to talk about the reverence we should have for his name. Why do so many people use his name in vain? What can we do to keep his name holy?


- a. Matthew 1:21 *Jesus ("Savior")*
- b. Matthew 1:23 *Emmanuel (which means, "God with us")*
- c. John 13:13 *Teacher, Lord ("God")*
- d. John 1:29 *The Lamb of God (Jesus was slain as a sacrifice for our sins)*
- e. John 1:41 *Messiah, Christ-(Both mean "anointed" and indicate that Jesus was both King and Priest; he was the Promised One.)*

Additional verses:

- Jeremiah 23:6 *The Lord our Righteousness*
- Isaiah 9:6 *Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace*

What do these names teach us about Jesus?

Jesus was born to be our savior. He would be the perfect sacrifice for our sins. He was the long awaited Prophet and King whom the Jews had been taught by their prophets to expect. He was the promised Messiah.



Lesson 2

My Journey: Meeting Jesus, the Son of God

Anticipating the Journey

Consider the importance of names. Your name is an important part of who you are. In the space below, list all your names and nicknames (you may also include such words as son, granddaughter, cousin, nephew, etc.). Then discuss the following questions with your counselor: Do different people know you by different names? What do your names tell about you and the relationships you have with other people?

My Journey in the Bible

In the previous section, you took the first step in getting to know Jesus, the human being. But Jesus is much more than just a famous person. The next part of your journey will help you meet Jesus, the Son of the living God. Jesus is both fully human and fully divine.

1. Jesus, too, was called by many names, and these names can teach us many things about him. Read the following passages to find out some of the names by which Jesus is called. List each name and, if necessary, look up its meaning in a Bible dictionary. With your counselor, talk about what these names teach us about Jesus.

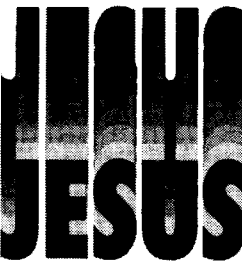
a. Matthew 1:21 _____

b. Matthew 1:23 _____

c. John 13:13 _____

d. John 1:29 _____

e. John 1:41 _____



GOD AND CHURCH STUDENT WORKBOOK • PAGE 7

2. Jesus uses very vivid imagery when talking about his identity. As the students draw a picture for each Bible verse, spend some time talking about the significance of each passage. Here are some suggestions for what to draw and some sample questions for discussion:

- John 6:35 – bread – What did Jesus mean when he said that “anyone who comes to him would never go hungry... or be thirsty”?
- John 8:12 – candle, lightbulb, flashlight – What kind of darkness was Jesus talking about, what kind of light would a follower of Jesus have, and how would that light benefit the follower?
- John 10:9 – gate, door – Jesus says he is a gate that leads somewhere – where? And is there only one “gate” that leads there? And who is that?
- John 10:11 – shepherd, shepherd’s crook – What does Jesus say a GOOD shepherd does for his sheep? Did Jesus do that? Was that a GOOD thing he did as the Good Shepherd? For whom did he do it? And what did that accomplish for us?
- John 11:25-26 – cross, empty tomb – What does Jesus say will be the reward for those who believe that he rose from the dead and continues to live (the Resurrection and the Life)?
- John 15:5 – vine and branches – How do we “bear much fruit?” How do we stay connected to the “Vine”?

John 14:6 - Like John 3:16, this passage conveys the true message of the Gospel. Jesus is the source of our salvation. Apart from him, we can do nothing.

3. As students read about the witnesses who believe Jesus to be the Son of God, it may be necessary to read a larger portion of each account to provide more background. Here are the people, what they witnessed, and some reasons why your students may choose them as effective witnesses.

Matthew 14:22-33

The disciples saw Jesus walk on the water – When Jesus walked on the water, and then called Peter to walk on the water too, the disciples declared that Jesus truly was the Son of God. Most students have seen or experienced severe storms and even been frightened by them. It is awesome to think of the elements of nature obeying Jesus.

John 11:23-27

Martha – She saw Jesus raise her brother Lazarus from the dead (read the entire account of raising Lazarus from the dead from verse 1 through 45) – Martha made her confession about Jesus BEFORE he raised her brother from the dead. She had incredible faith. Martha was the one who didn’t want the stone rolled away from the tomb because of the stench from the body. Her testimony after Lazarus was raised from the dead would have to be awesome.

John 1:32-34

John the Baptist – He baptized Jesus. John said that he wouldn’t have known Jesus unless he had seen the Spirit descend upon him. John was eyewitness to a powerful scene. He would be very convincing.

Matthew 27:54 (27-54)

Centurion or Roman officer watching Jesus on the cross (read from verse 27 through 54) – The longer account provides a contrast between the soldiers’ early treatment of Jesus (they flogged, mocked, and spat upon him) and their final realization that Jesus was the Son of God. The centurion could witness to the earthquake, the split rocks, the raising of the saints, etc. The centurion would be a powerful witness.

Acts 9:1-9

Saul was blinded on the Damascus road and heard Jesus speak to him – This account shows the contrast between Saul who persecuted Christians, and Paul who was called by the Lord and became the world’s greatest missionary. Jesus had to be the True Son of God in order to bring about that kind of change in a person.

Additional passages:

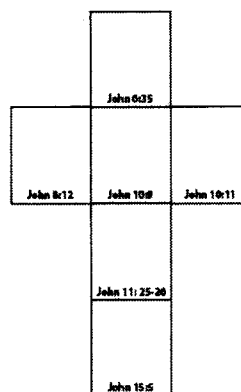
Acts 9:36-42

Tabitha raised from the dead – Tabitha was called a “disciple,” and so was a believer to begin with. After being raised from the dead, she wouldn’t be afraid to tell her story and give God all the glory.

John 20:24-28

Doubting Thomas saw the resurrected Jesus – The complete change in Thomas would make him a passionate witness. Thomas could confess his shortcomings but also give testimony that he did indeed see the holes in Jesus’ hands.

2. You have studied the names by which Jesus is called. Now discover what Jesus himself says about who he is. Each of the Bible verses in the cross contains a statement made by Jesus that begins with “I am.” Read the passages and then draw a picture in each box to remind you of what Jesus said. Then write out the words from John 14:6 in the space provided. Discuss these Bible verses with your counselor and tell which verse is most meaningful to you.



John 14:6

3. Jesus stated that he was the Son of God. He also said that if you did not believe him, you could believe the miracles and signs that he did. The following passages are the accounts from people who knew Jesus or were eyewitnesses to his miracles. Identify the people and explain what they witnessed.

a. Matthew 14:22-33 _____

b. John 11:23-27 _____

c. John 1:32-34 _____

d. Matthew 27:54 (27-54) _____

e. Acts 9:1-9 _____

Choose a witness who you think is the most effective. Explain your choice in the space below.

Luke 1:26-35

Mary, the mother of Jesus – Mary could tell about what the angel said about Jesus, who he was and how he would be born.

Mark 5:1-9

“Legion,” an unclean spirit, was cast out by Jesus – Students may be impressed by the fact that even the demons acknowledge that Jesus is the Son of the Most High God.

Matthew 16:13-19

Peter's confession – Peter had denied Christ; that makes his confession even stronger.

Optional Activities:

- Divide into pairs or small groups. Assign an “eyewitness” to each group. Each group is in charge of “cross-examining” its eyewitness. What part of the eyewitness’ testimony is most convincing?
- Put the students on trial and accuse them of being Christian. Is there enough evidence to prove that the young people are Christian? Is there proof that the students are followers of Christ?

4. Whether the participants are church or unchurched, the counselor should present the Good News of Jesus to each and every young person. As you read this section in the Student Workbook with your participants, be sure to incorporate the special teachings of your denomination and go over some of the important concepts with your students (e.g., sin, confession, grace, repentance, salvation, etc.). Perhaps this is a session that the pastor should attend.

Each of the four themes has two Bible verses. Feel free to add additional themes, Bible verses, and/or colors to your rainbow/color chart to better express the Good News of Jesus. Students are asked to look up each Bible verse and write a few words to remind them of its meaning. You may allow their notes to be brief, but please allow plenty of time for sharing and discussing.

Allow students to pick colors that are meaningful to them. They should be able to explain their choices. Here are some examples:

God's awesome love for you—*Red* (for love like a heart; for the blood shed by Jesus); *Gold* (God's love is precious and more valuable than gold)

How sin separates you from God—*Black* (for our sins);
Gray (being separated or lost in the fog)

How God offers you forgiveness-*White* (God cleans us and makes us new); *Green* (we have new life)

How you can respond to God's love for you—*Green* (we grow in God's loving forgiveness); *Yellow* (we shine with God's love)

Optional Activities:

- Provide markers, color pencils, or crayons for students to color their scriptural rainbow/color chart.
- Require that the students memorize key Bible verses.
- Make friendship bracelets out of yarn or embroidery thread using the colors to represent the story of salvation. Encourage the students to give the bracelets to somebody and share the Good News of Jesus with them.
- Use beads with the same colors that are in your rainbow/ color chart to make a necklace, key chain, or other item. Discover how many opportunities you have to talk about Jesus just because of wearing the beads.

5. Students will be at different stages in their faith journeys. Please affirm each person. Allow each person to answer in his or her own way. Some may be comforted by the image of Jesus waiting to be invited into their lives. Others who are hearing this for the first time may be uncomfortable. How do you invite Jesus into your heart? How will it change me? What if I'm not ready at this time? Be a good listener. Be sure you hear the questions and needs of each person. Remind students that even mature Christians need to continually respond to Jesus' invitation.

4. Knowing about Jesus, true human being, and Jesus, true God, is not enough. You must believe in Jesus and receive him in your heart as Lord and Savior. Our relationship with Jesus starts with God's awesome love for us. God's love is unending, all encompassing, and always reaching out to us. But our relationship with God is broken by our sin. Sin is turning away from God. Anytime we choose to follow our own direction instead of God's direction, we sin. But God sent his son, Jesus, to die on the cross to wipe away our sins. This is good news indeed! When we confess our sins and repent (repent means to turn back toward God), God forgives us. Praise God that we are called children of God! Praise God for the Good News of Jesus Christ!

Make a scriptural "rainbow" or "color chart" to remind you of the Good News of Jesus Christ. Read each theme and corresponding Bible verses below. Write a few words to remind you of their meaning. Then choose a color that you feel

illustrates each theme. Be prepared to explain your choices. (The colors that you choose do not literally have to be the colors of the rainbow.)

5. Jesus knows you and loves you. He forgives you and offers you eternal life. Jesus invites you to believe in him. It's that simple. He is standing and knocking at the door of your heart and is waiting to be asked inside (Rev. 3:20). What does this mean to you?

Highlights of My Journey

(STUDENT WORKBOOK, PAGE 10)

Picture This!

(STUD

Video

Photo Album

Encourage students to add a title page to introduce each new “chapter” of their photo albums.

- ❑ Choose two or three names for Jesus. Cut out individual letters of the alphabet from magazines and newspapers to spell out these names in your album. *(Encourage students to use colorful paper and to arrange their pages as if they were worship banners for the sanctuary.)*
- ❑ Draw or collect symbols of Christ (e.g., Good Shepherd, crown of thorns, fish, etc.) *(Your Sunday school department or Christian Education Committee may have some resources on this.)*
- ❑ Take a picture of a human rainbow (coordinate a group of volunteers to stand in a rainbow formation and to wear certain color T-shirts or to hold construction paper). *(There have been advertisements that use huge crowds of people to spell messages or form designs. You don't necessarily need a huge number of people for this project. Perhaps a youth group or Sunday school class would be large enough. The student should be prepared to explain the color code to the volunteers and include an explanation in the photo album.)*
- ❑ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

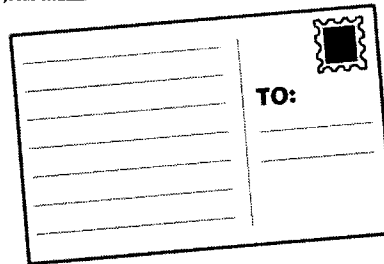
Closing

- Review the schedule. Have students write in any assignments or things that they need to bring to the next meeting.
- Remind students to continue their plan for daily Bible reading.
- Close with prayer.

Dear God, how great is your love that you would send your Son to die for us! We celebrate the Good News of Jesus and ask for the strength to live our lives for Christ.
In Jesus' name we pray, Amen.

Highlights of My Journey

Look back over what you have learned from this leg of your journey about meeting Jesus, the Son of God. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and tell about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your journey or someone who you feel would benefit from what you have learned.



Picture This!

Video

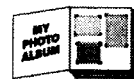
Continue working on your first segment.
Write the script.



Photo Album

The second chapter in your photo album will proclaim that Jesus is the true Son of God and invites others to believe in him. Add new pages to your photo album. Choose one or more of the following ideas or design your own. Add labels and descriptions to go along with your pictures.

- ☐ Choose two or three names for Jesus. Cut out individual letters of the alphabet from magazines and newspapers to spell out these names in your album.
- ☐ Draw or collect symbols of Christ (e.g., Good Shepherd, crown of thorns, fish, etc.)
- ☐ Transform the "scriptural rainbow" on page 9 into a human rainbow. Coordinate a group of volunteers to wear certain color T-shirts or to hold certain color construction paper and to stand in a rainbow formation. Then take their picture.
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.



GOD AND CHURCH STUDENT WORKBOOK . PAGE 10

Notes, Ideas, Thoughts

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance.

LESSON 3

MY JOURNEY: Meeting Jesus, the Head of the Church

Objectives

- Know that Jesus invites us into relationship with the church.
- Learn about the history of your congregation and denomination.
- Become familiar with the important beliefs of your denomination.
- Memorize a creed, statement of belief, or passage of scripture.

Look Back

- Check your students' progress on their daily Bible reading plans. If everybody is following the same plan, ask a few questions about the scripture that was read.
- Review Lesson 1 – Make notecards for both columns A and B on page 5 in the Student Workbook. Randomly distribute them to your students. Ask them to find partners. (You will need to make as many cards as the number of students in your class.) Another variation is to have two complete sets of notecards. Divide the class into two teams. See which team is faster in matching the cards correctly.
- Review Lesson 2 – What does “Jesus” mean? “Emmanuel?” What do the colors in your rainbow represent?

What You Will Need

Creed or statement of belief or substitute memory assignment

Optional: dominos, guest speaker, photo albums or artifacts from your congregation's history room, reference material on your denomination's history

Opening Activity

Bring in some dominos and let the students have some fun lining them up and setting off chain reactions. After a few minutes, focus their attention on the chain reaction that you have set up. Remove the second domino from your line so that there is a gap after the first domino. Ask your students what will happen. Explain that there are many times when individuals feel isolated from the church, but it only takes one person to bring them in and connect them to the entire church family. Add the second domino back in the line and set off your chain reaction.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 11)

Be prepared to give an example from your personal experiences of how one person can “connect” you to many other people. Can you give an example from your congregation? from your scouting group?


My Journey in the Bible (STUDENT WORKBOOK, PAGE 11)

Read Ephesians 1:22-23 and spend some time talking about what it means that Jesus is the “head” of the church. How is the church his body? Be sure to explain that church here means the larger church of all people who trust in Jesus, not just a specific denomination or congregation. All believers together are the body of Christ and are called the “church.” Talk about the church not as an organization, but as an organism—a living, believing group of followers of Jesus.

Additional passages:

Colossians 1:18 and Ephesians 4:10-16 (These verses provide a description not only of the “headship” of Christ, but also of the role of the “member” of his body, the church)

1. Before reading the account in Acts, explain that Pentecost was a celebration. It was the Harvest Feast. It was a dedication of the harvest to God. The ceremony included the offering of loaves and lambs.



Lesson 3

My Journey: Meeting Jesus, the Head of the Church

Anticipating the Journey

Pick one of your friends. List some people whom you have met because of that friend.

You	Your Friend			

My Journey in the Bible

When you have a friend, often your friendship is not limited to that person alone. You may also get to know your friend's friends and family members. It is the same thing with Jesus. Getting to know Jesus means getting to know the church (i.e., others who believe in Jesus). In Ephesians 1:22-23, Jesus is proclaimed the head of the church, and we, as Christians, are his body. Therefore, when we invite Jesus into our hearts and proclaim him Lord and Savior of our lives, we are also called into relationship with the church, the full body of Christ.

1. Meeting Jesus doesn't stop there. It also means getting to know the church. The coming of the Holy Spirit on Pentecost is often celebrated as the “birthday” of the church. Read about the birth of the church in Acts 2:1-47.

GOD AND CHURCH STUDENT WORKBOOK • PAGE 11

b. Read the words that you wrote in question a. Circle the things that you have experienced and felt in your own congregation. What other comparisons can you make between the early church and your congregation? *(both are spirit-filled; both preach the resurrection of Jesus; both baptize new converts; both devote themselves to teaching and fellowship, Communion, prayers, etc. Unchurched youth may want to answer this question by circling those things that they would like to see in a local congregation.)*

Please note: The rest of this lesson deals specifically with the history of the local congregation and the denomination. There are no “answers” provided in this Counselor Manual. Be sure to prepare for this lesson. If your class includes a mixture of students from different congregations and denominations, consider inviting their pastors (or other representatives) to this session. You can have a panel discussion or do a small group rotation from speaker to speaker. Or you may require the students to complete questions 2 and 3 to be done as homework with someone from their home congregation.

2. Make the history of your congregation come alive for your students. If possible, invite some people to talk to your class about the early years of your congregation. Or arrange to visit the archive room of your congregation or bring a photo album or other item to share with your class. This should be a “storytelling” session. Do not focus so much on dates or names, but on the stories of faith. Do not expect your students to write a comprehensive history of your congregation in the space provided. Instead, allow them to highlight some of the stories that were especially meaningful to them. Consider playing a game to test how well your students know their history. Make up some questions from the material covered in questions 2 and 3 (or ask each student to submit three questions with answers). Have a contest among the class or challenge the pastor or other leader in the congregation to a friendly contest.

a. Write down any words that describe the sensory and emotional experiences in this passage. In other words, what was heard, seen, and felt during Pentecost?

b. Read the words that you wrote in question a. Circle the things that you have experienced and felt in your own congregation. What other comparisons can you make between the early church and your congregation?

2. You have read about the early church and how it started. Now it is time for you to learn the history of your own congregation. Your congregation did not just happen. Who started it? Why? When? In what way (or how) did the founders think your local congregation would make an important addition to your community? What are the highlights of your congregation's history? Talk with your counselor about the best way to learn about your congregation's history. Perhaps its history has been written. Perhaps you can talk to the church historian or librarian or a member who can share some special stories about your congregation. Write some of your discoveries in the next column.

My Congregation

[illegible]

4. Choose a creed or statement of belief important to your congregation. Make copies for your students. Make sure the student understands what it means before he or she is expected to memorize it. If your congregation does not use a creed or statement of belief, explain why to your student. Together choose an alternate assignment. Does your student know the Lord's Prayer? the Ten Commandments? Psalm 23? the Beatitudes? Perhaps the student can memorize the verses listed for the "scriptural rainbow" on page 9 in the Student Workbook.

In a small class, you as the counselor may be able to listen to each student and sign off the memory requirement in each Student Workbook. But in a large class setting, you may have to encourage the students to recite their memory work to another adult (parent, Sunday school teacher, etc.) and ask that adult to sign their books. Check on students' progress every week. The target deadline for memory work would be Mile Marker 2.

3. Congregations that are bound together by common belief and history are called denominations (or fellowships or associations). Individual congregations that work with denominations are able to do that which they could not do alone. Does your congregation belong to a denomination? If so, learn about your denomination's story. Whether you read a book or pamphlet, go on-line, or talk to your counselor, try to answer the following questions:

a. Name two or three reasons for your denomination's founding.

b. Name some of the key people who helped start your denomination.

c. List several important dates in your denomination's history.

d. Name some specific beliefs and practices that are very important to your denomination.

e. Name several beliefs that you have in common with other Christian groups.

4. Many churches use creeds or statements of faith to remind them of what they believe about God and Jesus Christ. If one is used in your church, read it closely and discuss its meaning with your counselor. Then memorize it. After you learn it, make it to an adult, explain what it means to you, and ask him or her to sign in the space below. If your church does not use a creed or statement of belief, your counselor will suggest an alternate assignment. Find out why your denomination is non-doctrinal (does not have a written statement of belief). What does it have?

I sincerely thank _____
_____ for _____
_____ for _____
_____ for _____
_____ for _____
_____ for _____
_____ for _____

GOD AND CHURCH STUDENT WORKBOOK • PAGE 13

[illegible]

Highlights of My Journey (STUDENT WORKBOOK, PAGE 14)

This should be a quick exercise. At the end of the *God and Church* program, the postcards will serve as a nice reminder to the students of what they learned on their faith journeys.

Picture This! (STUDENT WORKBOOK, PAGE 14)

Video

Video Segment 1 will be filmed next session during Mile Marker 1. Review each person's assignment and ask for a volunteer(s) to call everybody the night before to remind them of what to bring.

Remind students to use their anchorperson(s) to introduce each new video segment.

Photo Album

Check on the progress of each individual. Remind your students that they will present the first three chapters of their photo albums at the next session (Mile Marker 1).

Students should design title pages for each new chapter of their photo albums.

- ☐ Collect photographs that illustrate the key events in the history of your congregation. Get permission to make copies. Write captions for your pictures. (*Perhaps the photographs can be used to make a timeline.*)
- ☐ Take a current picture of one or two of the longtime members of your congregation. See if they can give you a photograph of themselves taken at about the time that they joined the congregation. Ask them to comment on the changes that they have seen in the church during their lifetimes. (*The student can also ask about the individual's own faith journey. How has the individual's faith grown during his or her tenure at the church?*)
- ☐ Make a time line of the history of your congregation. (*Make sure the time line uses a scale, e.g., one inch equals one year. Can the time line be reproduced for a church bulletin board or archive room?*)
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

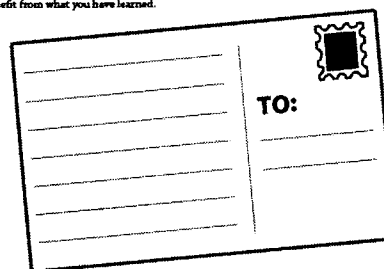
Closing

- Remind students that they should be finishing their plan for reading the Bible and that you will talk about it next session.
- Remind students about the memory work on page 13.
- Review the schedule. Point out that the next session will be the first "Mile Marker." All makeup work should be completed by next week. If the main focus will be on filming the video, review the list of props, costumes, scripts, supplies, etc. that students need to bring to the next meeting. Ask them to put their names on their props so that nothing will get lost. You may want to ask for additional parent volunteers to help with the filming of the video.

- If you will be going on a field trip, distribute permission slips and make appropriate announcements.
- Close with prayer:
Dear God, thank you that we never have to be alone. Thank you for surrounding us with fellow believers who support us on our journey. We praise you for the church. We praise you for Jesus. May Jesus be so real to us that we express that love through service to the church. In Jesus' name we pray, Amen.

Highlights of My Journey

Look back over what you have learned from this leg of your journey about meeting Jesus as the head of the church. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and tell about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your faith journey or someone who you feel would benefit from what you have learned.



Picture This!

Video
Make final plans for filming Video Segment 1 (i.e., gather all props, costumes, and video equipment that you will need and make copies of the script for everybody involved) and then film it.



Photo Album

The third chapter in your photo album will tell about the history of your congregation and/or denomination. Add new pages to your photo album. Choose one or more of the following ideas or design your own. Add labels and descriptions to go along with your pictures.

- ☐ Collect photographs that illustrate the key events in the history of your congregation. Get permission to make copies. Write captions for your pictures.
- ☐ Take a current picture of one or two of the longtime members of your congregation. See if they can give you a photograph of themselves taken at about the time that they joined the congregation. Ask them to comment on the changes that they have seen in the church during their lifetimes.
- ☐ Make a time line of the history of your congregation.
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.




GOD AND CHURCH STUDENT WORKBOOK • PAGE 14

PROJECT I: Daily Bible Reading

(STUDENT WORKBOOK, PAGE 15)

Do not expect the students to just randomly read the Bible. Take the time to develop a specific plan. Since Unit I focuses on Jesus, it makes good sense to read an entire gospel (Matthew, Mark, or Luke). Some Bibles include two- or three-week plans for reading some of the major stories in the Old Testament as well those in the New Testament. Some church publishing houses also put out very good devotional resources for teens. You may want to have several options available for your students. Be sure to participate in the daily reading plan with your students and check with them periodically to encourage them and talk about the scripture.

The calendar or chart found in the Student Workbook may be used in different ways. It may be used to record the actual plan for reading the Bible, or it may be used as a reading record (students would indicate which days they actually read their assignment). As the counselor, you may provide a preprinted plan for your students. You may also require that your students keep a journal in a separate notebook. Please provide appropriate instructions for the Daily Bible Reading requirement.



PROJECT I
Daily Bible Reading

The first requirement of the *God and Church* program is to read your Bible every day for three weeks. (If possible, try reading your Bible throughout the entire *God and Church* program.) Make a plan with your counselor. Will you read an entire gospel? Will you use a devotional series? Will you keep a journal of your thoughts and questions? Write your plan. You may use the chart below to record your plan and/or to keep track of your progress by recording the days that you read and the passages that you read on each day.

My Plan: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

What I found difficult: _____

What I enjoyed: _____

What I learned: _____

Date Completed: _____ Counselor's Signature: _____

GOD AND CHURCH STUDENT WORKBOOK • PAGE 15

Mile Marker 1

Objectives

- Make sure Unit I is complete.
- Review and sign off Project I.
- Film Video Segment 1 or have students present the first three chapters of their photo albums.
- Introduce Unit II and preview Project II.

What You Will Need

Small slips of paper with names (see Opening Activity), equipment and supplies for video or photo album

Opening Activity

Play a guessing game. Make a list of the names of Bible characters you have studied in this unit and the names of important individuals in the history of your congregation and denomination. Write names on small slips of paper and put them in some type of container. Have each student pick one name and give three clues. See who can be the first one to guess the answer.

Unit I Wrap-Up

- Unit I: Flip through the Student Workbook page by page with your students. Fill in any missing work. Sign off anybody who can recite the memory work on page 13.
- Project I: Ask students to reflect on and evaluate their daily Bible reading plans on page 15 in the Student Workbook. Encourage them to continue reading the Bible. Perhaps have another plan or schedule to offer them.
- Photo Album: Ask each individual to show his or her photo album and to talk about the work.

Video

Do the actual filming for Video Segment 1

Preview Unit II

As you introduce Unit II, be sure to highlight requirement #3 on page 21 in the Student Workbook. If possible, announce the date and time of the worship service to attend together as a class. Then preview Project II (Student Workbook, page 23; Counselor Manual, page 28). Discuss the choices for Project II with your students and then give them time to talk about their choices with their parents. They need to decide on their projects by next meeting. (If you have already arranged to visit other churches as a class field trip, let your students know about your plans. Will you require that they choose another project to do on their own?) Make sure that projects are suitable and challenging for each student. Keep in mind their different church backgrounds and experiences.

Closing

- Thank students for a fun session and for all their hard work. There will be another Mile Marker at the end of Unit II.
- Remind students to continue their memory work.
- Close with a prayer:
Dear God, thank you for the young people here today. Thank you for loving each and every one of them. As we continue in the God and Church program, we ask that you journey with each person. Share in our work, our learning, and our laughter. In Jesus' name we pray, Amen.

LESSON 4

MY JOURNEY: Learning How Christ Worshiped God

Objectives

- Understand how Jesus worshiped God in his everyday living.
- Learn about prayer.

Look Back

- Review Lesson 1: What is the Great Commission?
- Review Lesson 2: Who was Martha? Who was Saul?
- Review Lesson 3: How old is your congregation? Name a key person who helped start your denomination.
- Mile Marker 1: Ask a question about the video, photo album, or field trip.
- Together recite the memory work.

What You Will Need

Agree/Disagree signs posted at opposite ends of room

Optional: prayer rocks, bag with slips of paper with special phrases (see "Closing")

Opening Activity

Ask the students to imagine that they are in the presence of the Lord God and to assume different positions as you read Bible passages.

- As you read Isaiah 40:1-2, students should sit on the floor hugging their knees to their chest.
- As you read Isaiah 40:3-5, students should stand straight and tall.
- As you read Psalm 95:1-5, students should stand tall with arms outstretched and head thrown back.
- As you read Psalm 95:6-7, students should kneel with head bowed.

Discuss the following questions. What words or feelings came to mind during this exercise? What images did you have of God? How did your physical position affect your thoughts and attitudes? How was this a form of worship? In this lesson we will learn how Christ's everyday living was a form of worship.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 16)

Make a sign that says "AGREE" and one that says "DIS-AGREE." Post them at opposite ends of the room. Read the statements in the Student Workbook and ask the students if they agree or disagree with each statement. Tell them to move to different spots in the room to show if they totally disagree, sort of disagree, sort of agree, or totally agree with the statements. Ask them to explain why they are standing in their spots.


My Journey in the Bible

(STUDENT WORKBOOK, PAGE 16)

1. After reading the introductory paragraphs, quickly assign the verses to different individuals to read aloud. The verses should help you answer the following questions: How did Jesus refer to the synagogue? What was his attitude toward the synagogue? How often did he go to the synagogue? What did he do there?

Was Jesus' attitude toward the synagogue the same as your students'? As they redo the agree/disagree exercise from Jesus' point of view, ask them to point out the ones that were completely different. What does Jesus' example mean to you? (Allow students to freely answer. Some may be challenged to have a more positive attitude toward church; others may be encouraged that they share something in common with Jesus.)

2. As you discuss how scripture was a part of Jesus' everyday life, refer back to the Daily Bible Reading Plan in Project I and stress how important it is for Christians to read the Bible.



Lesson 4

My Journey: Learning How Christ Worshiped God

Anticipating the Journey

Read the following statements. Indicate whether you agree or disagree with each statement. Be prepared to explain your answers.

AGREE	DISAGREE	
<input type="checkbox"/>	<input type="checkbox"/>	a. I go to church because I have to.
<input type="checkbox"/>	<input type="checkbox"/>	b. It's easy for me to daydream during the service and not really pay attention to what's being said.
<input type="checkbox"/>	<input type="checkbox"/>	c. Church refreshes me.
<input type="checkbox"/>	<input type="checkbox"/>	d. The only time I think about God or read from the Bible is when I go to church.
<input type="checkbox"/>	<input type="checkbox"/>	e. I want to take a more active role in church than just singing or reading along.
<input type="checkbox"/>	<input type="checkbox"/>	f. I don't always want to go to church, but I'm usually glad when I do.
<input type="checkbox"/>	<input type="checkbox"/>	g. During the week I catch myself singing a song or thinking about something that I heard in church.
<input type="checkbox"/>	<input type="checkbox"/>	h. I look forward to seeing my friends at church.

My Journey in the Bible

Jesus lived his life in praise of God. His words, his actions, his whole being gave glory and honor to God. Worship was not something that was reserved for the synagogue. Jesus' everyday living was a form of worship. Worship is showing God respect and honor. It is giving total priority to God. All that we do in response to God's love is worship.

1. Going to the synagogue was an important way that Jesus worshiped God. Jesus set an example for us to follow. Read the following Bible verses to learn how important the synagogue was to Jesus (you may make notes in the space provided next to each Bible reference).

2. Jesus read and quoted scripture. Scripture was not something that was reserved for the synagogue. Scripture was a part of his everyday life. Jesus' knowledge of scripture gave glory and honor to God. Read about Jesus' being tempted by Satan in Luke 4:1-13, and discuss the following questions with your counselor:

Luke 2:49 _____

Luke 4:16 _____

Matthew 26:55 _____

Luke 21:37-38 _____

Mark 11:15-17 _____

GOD AND CHURCH STUDENT WORKBOOK • PAGE 16

GOD AND CHURCH COUNSELOR MANUAL • PAGE 21

a. How did Jesus' knowledge of scripture protect him? (Jesus was able to answer every temptation with scripture. He didn't have to think about what he should do. He already knew the answer.) How did Jesus' knowledge of scripture give glory to God? (God's will was the priority in Jesus' life. Whenever we live by God's Word, we give glory to God.)

b. Think of situations in your own life where it would be helpful to know scripture. (when facing temptations, relating to other people, making any kind of choice, etc.) How can knowing the Bible affect your behavior and the choices you make? (The Bible provides instruction, but if you don't read and study the Bible, it can't help you. You need to know what the Bible teaches and how God wants you to act BEFORE you get into tough situations.) How is reading scripture a form of worship? (Reading the Bible is wanting to learn about God, wanting to make God a priority, showing God respect and reverence. All this is worship.)

Optional Activity:

Have students make up skits showing how scripture can help them make good choices when pressured to do wrong. Be prepared to suggest some scripture passages: honor your father and your mother, do not take the name of the Lord your God in vain, love your neighbor as yourself, turn the other cheek, etc.

3. "Commune" means to converse intimately. It implies a very trusting and personal relationship.

a. Each of the following passages describes a time when Jesus was praying. Identify each event. (Point out that Jesus prayed in ALL circumstances—good, bad, when facing tough choices, etc.) Then reflect on the important times in your own life. (For young people, the important times do not have to be momentous occasions. They can be choosing friends, participating in an important sports or musical event, facing the challenges of schoolwork, looking forward to a special weekend, planning a trip, etc.) With your counselor, discuss the role prayer played (or could have played) in those moments.

Luke 3:21-22 (Jesus was baptized and was praying.)
 Luke 6:12-13 (Jesus prayed all night before choosing his twelve disciples.)
 Luke 9:12-17 (Jesus prayed over the loaves and fishes before the feeding of the five thousand.)
 Luke 9:28-36 (The transfiguration happened as Jesus was praying.)
 Luke 22:39-46 (Jesus was praying before his betrayal by Judas.)

Optional Activity:

• Form small groups and assign each group one of the scripture passages above. Pantomime or act out each event. Try to guess the situation.

b. We learn in 1 Thessalonians 5:16-18 that we should pray without ceasing. What does this mean? Is it possible to pray nonstop? (This does not mean that we need to mumble

prayers every minute of the day. It means that we are to be in a constant attitude of prayer, always mindful of God's will for our lives, always turning to God in our need, relying on God, sharing everything with God.) Think about your own prayer life as worship. How often do you pray? When do you pray? With whom do you pray? Talk with your counselor about ways to strengthen your prayer life. Write them in the space below. (Keep a prayer journal; find a special time and place to pray, perhaps early in the morning; have a prayer list of people to pray for; have a prayer partner; use an acronym to direct your prayers: ACTS—Adoration, Confession, Thanksgiving, Supplication, PATH—Praise, Apology, Thanks, Help, PRØMPT—Pray, Read the Bible, Meditate, Pray again, Take it with you.)

<p>a. How did Jesus' knowledge of scripture protect him? How did Jesus' knowledge of scripture give glory to God?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>b. We learn in 1 Thessalonians 5:16-18 that we should pray without ceasing. What does this mean? Is it possible to pray nonstop? Think about your own prayer life as worship. How often do you pray? When do you pray? With whom do you pray? Talk with your counselor about ways to strengthen your prayer life. Write those ways in the space below.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>b. Think of situations in your own life when it would be helpful to know scripture. How can knowing the Bible affect your behavior and the choices you make? How is reading scripture a form of worship?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Luke 19:37-40 tells of a time when the Pharisees wanted to rebuke the crowd of disciples for praising God. Jesus had an interesting response. Jesus said if the people were to refrain from praising God, the very stones would cry out instead.</p> <p>a. How did Jesus' life on Earth "cry out" in praise of God? How was his everyday living a form of worship?</p> <p>_____</p> <p>_____</p>
<p>3. Jesus led a rich prayer life. He often left the crowds to be by himself and pray. When Jesus prayed, he did more than just talk and listen to God. He communed with God. What does it mean to "commune"?</p> <p>a. Each of the following passages describes a time when Jesus was praying. Identify each event. Then reflect on the important times in your own life. With your counselor, discuss the role prayer played (or could have played) in those moments.</p> <p>Luke 3:21-22 _____</p> <p>Luke 6:12-13 _____</p> <p>Luke 9:12-17 _____</p> <p>Luke 9:28-36 _____</p> <p>Luke 22:39-46 _____</p>	<p>b. Name some people in the Bible whose very lives "cried out" with praise for God.</p> <p>_____</p> <p>_____</p> <p>c. Name some people today whose very lives "cry out" with praise for God.</p> <p>_____</p> <p>_____</p> <p>d. Think about your own life. How does your everyday living praise God?</p> <p>_____</p> <p>_____</p>

GOD AND CHURCH STUDENT WORKBOOK • PAGE 17

- Form prayer partners.
- Make a prayer list together as a group. Have each student copy the list and take it home. Update the list every week.
- Make prayer rocks. It could be as simple as finding a rock and decorating it, using permanent markers. Put the rock on your pillow to remind you to pray every night when you crawl into bed. After you get into bed, put the rock on the floor so that it will remind you to say a prayer when you step out of bed in the morning.
- Start a prayer rock (or other object) for the class. Choose an object large enough to eventually have everybody's name on it. If you have a large class, you may want to have two or more prayer rocks. The person who starts the prayer rock signs his or her name on the rock and then chooses the next person. He or she must pray for that person and then give it to that person without the person's knowing it (hide it in a backpack, put it in the pocket of his or her jacket, etc.). Each person, as he or she receives the prayer rock, must sign the rock and continue the process until everybody has had a turn.
- Divide the students into small groups and ask them to re-write the Lord's Prayer in their own words.

- How did Jesus' life on Earth "cry out" in praise of God? How was his everyday living a form of worship? *(Everything that Jesus did gave praise and glory to God. Jesus lived a life without sin. He was obedient to God, even unto death.)*
- Name some people in the Bible whose very lives "cried out" with praise for God. *(Be prepared to give examples from both the Old Testament and New Testament, both male and female, both young and old.)*
- Name some people today whose very lives "cry out" with praise for God. *(Allow students to name some individuals who are famous singers, evangelists, etc. Be sure they name ordinary people or acquaintances in their own lives.)*
- Think about your own life. How does your everyday living praise God? *(Challenge students to find ways that their lives give praise to God beyond attending church or Sunday school. Help them become more conscious of living their lives for Christ. Even when they're not praising God aloud with their words, their lives and the things that they do should give praise and honor to God. The way they treat other people, how they try to be helpful and patient, the choices that they make should show that God has priority in their lives.)*

[illegible]

Highlights of My Journey (STUDENT WORKBOOK, PAGE 18)

This should be a quick exercise. At the end of the *God and Church* program, the postcards will serve as a nice reminder to the students of what they learned on their faith journeys.

Picture This! (STUDENT WORKBOOK, PAGE 18)

Video

Video Segment 2 will focus on how your congregation worships. Your students won't study this topic until the next lesson, but the planning should begin now, especially since students will need to contact and make arrangements to interview and video the many different people involved in a worship service. Keep in mind that Unit II is shorter than Unit I. Students will only have one more session to plan the video before they have to film it during Mile Marker 2.

Give special consideration for the filming of Video Segment 2. Will the "interviewees" come to your Mile Marker session? Which parts should be filmed separately (i.e., choir rehearsal, printing of bulletins, etc.). Do not overlook these important details.

Photo Album

- ☐ Go outside and take photographs or find pictures in old magazines or calendars that show how God is glorified in creation. Find an appropriate Bible verse (or verses) to express how all nature gives praise to God. (*Besides Bible verses, the student may also choose to write the lyrics to some Christian songs.*)
- ☐ Take pictures of people whose lives you feel give praise to God. Add explanations in your photo album. (*Help the young people become aware of how many mentors and role models they have. Remind them that these people are not "perfect," but they can still live their lives in praise of God.*)
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

Closing

- Review the schedule. Have students write in any assignments or things that they need to bring to the next meeting.
- Project II (Student Workbook, page 23)–Ask students what choices they made for Project II. Make sure they have a plan in mind as to how to proceed. Make yourself available to your students or recommend someone who can give special guidance for their projects.
- Check students' progress on memory work.
- Have a bag with slips of paper with the following phrases. Take turns picking out a slip of paper and then finishing the sentence.

Tonight I feel ...
I want to thank you for ...
I'm not sure I understand ...
Father, help me to ...
I'm sorry that ...
Today I ...
I wonder ...


• Close with prayer:

Dear God, sometimes our worship seems so small. Thank you that your Spirit can lead our everyday living—our choices, our relationships, our priorities—to give praise to you. Use our lives to invite others to join in praise of you!

In Jesus' name we pray, Amen.

Highlights of My Journey

Look back over what you have learned from this leg of your journey about learning how Christ worshiped God. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and tell about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your faith journey or someone who you feel would benefit from what you have learned.


TO:



Picture This!

Video
Video Segment 2 will focus on how your congregation worships. Use as many of the following ideas as you wish to help you explore the worship life of your congregation.

- ☐ Interviews—Interview some people in charge of the worship service. Find out what they do to lead a worship service.
- ☐ "Behind-the-scenes" coverage—Film the behind-the-scenes preparation for a worship service. Can you film the choir rehearsing an anthem? the pastor writing a sermon? the secretary printing the bulletins?
- ☐ Commercial—Include a commercial that invites people to attend your congregation's worship services.
- ☐ "Call in" time—Host a "call in" time and invite viewers to call your TV station and share their stories on the air and give personal examples attesting to the importance of worship in their daily lives.

Photo Album
Chapter 4 in your photo album will show the importance of worship in everyday life. Add new pages to your photo album. Choose one or more of the following ideas or design your own. Add labels and descriptions to go along with your pictures.

- ☐ Go outside and take photographs of nature or find pictures in old magazines or calendars that show how God is glorified in creation. Find an appropriate Bible verse (or verses) to express how all nature gives praise to God.
- ☐ Take pictures of people whose lives you feel give praise to God. Add explanations in your photo album.
- ☐ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

GOD AND CHURCH STUDENT WORKBOOK • PAGE 18

LESSON 5

MY JOURNEY: Exploring How My Congregation Worships God

Objectives

- Understand the worship service of your congregation.
- Student and counselor attend a worship service together.

Look Back

- Review Lesson 1: Why is it important that Jesus was human?
- Review Lesson 2: What does “Messiah” mean? Why is this important?
- Review Lesson 3: What do we celebrate on Pentecost? When do we celebrate the birthday of our congregation?
- Mile Marker 1: What do you remember most about your video, photo album, or field trip?
- Review Lesson 4: Name at least three events in Jesus’ life in which prayer played an important role.

What You Will Need

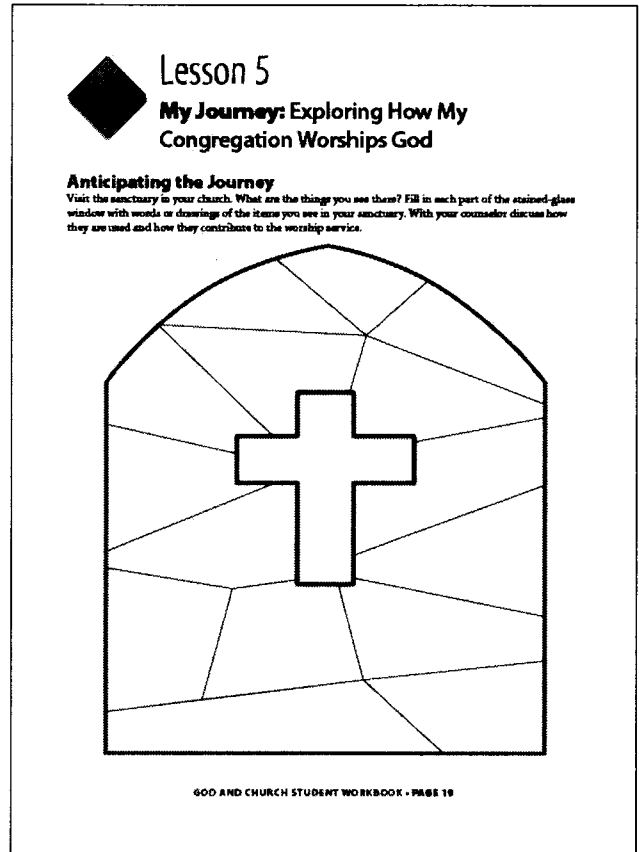
An old bulletin or order of service; worship resources

Opening Activity

Cut up last week’s bulletin or order of service. Don’t cut it into random pieces, but cut apart the major parts, such as the call to worship, the invocation, the responsive reading, the reading of scripture, the sermon, etc. Give the pieces to the students and see if they can reassemble them in the proper order.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 19)

See how many things the students can list from memory BEFORE going to the sanctuary. The visit to the sanctuary will be important to the students who are new to the church. They may not know enough to even ask questions. You may need to anticipate their questions and provide explanations for everything in the sanctuary.



Notes, Ideas, Thoughts

The students will learn about the worship service(s) of your congregation. You, as the counselor, must provide this information. You may want to invite some worship leaders or other guests to your lesson. You could divide into groups and rotate from speaker to speaker. The questions listed in the Student Workbook are just a starting point. Please allow spontaneous discussion to cover other aspects or areas of interest.

1. What is the order of worship for your congregation? List the main parts of the worship service, and explain what they are and why they appear in the order that they do.

a. What is the role of the pastor(s) and others in leading worship?

b. What different types of worship services does your congregation have? What worship opportunities exist outside of Sunday morning worship?

c. What worship resources are used in the worship services?

d. How is music an important part of worship?

e. Describe what happens at a Baptism and explain its significance. (Have your students ask three different people the following question: What importance, comfort, or encouragement does your baptism give you in your daily living?)

f. Describe how Holy Communion is celebrated at your congregation and explain its significance. Attend a service that includes Communion. (*Have your students ask three different people the following question: What do you value most about the Lord's Supper?*)

g. What are the special days in the church calendar? What special days are observed by your congregation? Describe the traditions that your congregation has for these special worship services.

h. How are young people involved in the worship services of your congregation?

3. Even though your student(s) may attend church regularly, the point of this requirement is to preview a service and learn how to prepare oneself for worship. Can you read the Bible lesson ahead of time? How do the songs relate to the Bible passage or theme? How is worship more meaningful with some “prep” time? Ask students to share their responses to the open-ended sentences listed in the Student Workbook.

Worship is an important part of the lives of God's people. Learn more about the worship service(s) of your congregation.

1. What is the order of worship for your congregation? List the main parts of the worship service, and explain what they are and why they appear in the order that they do.

[illegible]

2. Discuss the following questions with your counselor:

a. What is the role of the pastor(s) and others in leading worship?

b. What different types of worship services does your congregation have? What worship opportunities exist outside of Sunday morning worship?

c. What worship resources are used in the worship services?

d. How is music an important part of worship?

e. Describe what happens at a Baptism and explain its significance.

f. Describe how Holy Communion is celebrated in your congregation and explain its significance. Attend a service that includes Communion.

[illegible]

g. What are the special days in the church calendar? What special days are observed by your congregation? Describe the traditions that your congregation has for these special worship services.

[illegible]

b. How are young people involved in the worship services of your congregation?



Complete the following sentences:

a. I didn't know that _____

b. I was surprised that _____

c. I enjoyed _____

d. I didn't want to _____

This should be a quick exercise. At the end of the *God and Church* program, the postcards will serve as a nice reminder to the students of what they learned on their faith journeys.

Video

As students write their scripts, they need to use their anchorpeople to introduce the new segment. Confirm any arrangements you have made for interviews and filming.

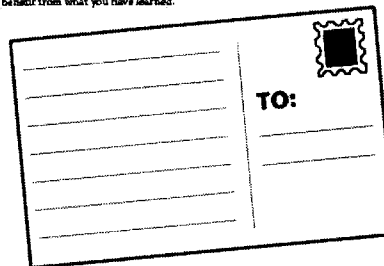
- ❑ Take pictures of the different jobs that people perform in order to prepare for a worship service. (*Help the students make a comprehensive list from rehearsing the music, to preparing for Communion, etc. When will these pictures be taken?*)
- ❑ Design your own stained-glass window. (*The stained-glass window should represent their faith journeys and beliefs about God. Encourage them to use symbols or words in their designs.*)
- ❑ Take photographs or find pictures of different sanctuaries or houses of worship. (*Ask students to highlight the features that appeal to them.*)
- ❑ Find pictures in old magazines to illustrate the different parts of the worship service. Label them and put them in the order they appear in a worship service. (*Allow students to find pictures that are meaningful to them, for example, a picture of somebody using a cell phone or a picture of a large number of people gathering together may represent the "call to worship."*)
- ❑ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture eye-catching.

- Review the schedule. Point out that the next session will be the second “Mile Marker.” All makeup work needs to be completed by next week, including the memory work. If the main focus will be on filming the video, review the list of props, costumes, scripts, supplies, etc. that students need to bring to the next meeting. Discuss any changes that you want to make from the last Mile Marker session. Was everybody prepared? Were students attentive?
- If you will be going on a field trip, distribute permission slips and make appropriate announcements.
- Check students’ progress on Project II. Will they be ready to sign it off?
- Close with prayer:

Dear God, thank you for my church family and the opportunity to worship together. Help us to share our many talents and gifts and to use them to bring glory and honor to you.

Highlights of My Journey

Look back over what you have learned from this leg of your journey about exploring how your congregation worships God. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and tell about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your faith journey or someone who you feel would benefit from what you have learned.



Video

Continue working on Video Segment 2. Finish the script and write the questions for the interview (a). Confirm any appointments that you have made for interviews and filming. Then film it.



Photo Albums

Chapter 5 of your photo album will explore the worship service of your congregation. Add new pages to your photo album. Choose one or more of the following ideas or design your own. Add labels and descriptions to go along with your pictures.



- ❑ Take pictures of the different jobs that people perform in order to prepare for a worship service.
- ❑ Design your own stained-glass window.
- ❑ Take photographs or find pictures of different sanctuaries or houses of worship.
- ❑ Find pictures in old magazines to illustrate the different parts of the worship service. Label them and put them in the order they appear in a worship service.
- ❑ Design the front side of the postcard for this lesson. Use markers or color pencils and make your picture [www.get-things.com](http://www.get-things.com/get-things)

GOD AND CHURCH STUDENT WORKBOOK - PAGE 22

Blank lined paper for writing.


PROJECT II : Discovering How I Can Worship God

(STUDENT WORKBOOK, PAGE 23)

Encourage students to try something new. If your students regularly serve as ushers or acolytes or provide special music, you may require them to choose a new activity. Make sure that the experience leading a worship event is a positive one for your students. Be prepared to give them extra guidance and to help them "rehearse" what they will say. Be sure to choose an appropriate setting and a peer group that is understanding and cooperative.

Students must complete one or more of the activities listed on page 23 in the Student Workbook. Or they may design their own project. Here are some additional ideas:

- Design your own sanctuary or place of worship. It can be in any setting as long as it creates a worshipful atmosphere for you. Create a diorama. A diorama is a three-dimensional scenic representation. In other words, it is a small model. Use whatever materials are appropriate: clay, cardboard, wood, paper, cloth, etc. Show your diorama to your counselor and share why it is meaningful to you.
- Choose a favorite psalm (or write your own psalm of praise). Recreate your psalm in artistic form (dance, music, painting, etc.). Talk with your counselor about sharing your psalm with others.
- Volunteer to lead the children's time or present the children's sermon during worship (this may be done as a group or as an individual).



PROJECT 2
Discovering How I Can
Worship God

You have studied how Jesus worshiped God. You have explored how your congregation worships God. Now you will discover how YOU can worship God. Complete one or more of the following activities. You may choose to design your own projects (with the approval of your counselor).

☐ Prepare and lead a devotion for a Sunday school class, youth group, scout group, or family. Talk with your counselor about this experience.

☐ Prepare a worship experience for an outdoor setting.

☐ Visit other churches and attend their worship services. Your counselor can help you choose which churches to visit. If it is possible, arrange a tour of the church and talk with the clergy (or other person). Talk with your counselor about the similarities and differences between the worship services.

☐ Actively participate in a worship service. Talk to your counselor and pastor about how best you can serve (greeter, acolyte, reader, usher, special music).

What I did: _____

What I found difficult: _____

What I enjoyed: _____

What I learned: _____

Date Completed: _____ Counselor's Signature: _____

GOD AND CHURCH STUDENT WORKBOOK - PAGE 23

Mile Marker 2

Objectives

- Make sure that all the written and makeup work for Unit II is complete.
- Evaluate and sign off Project II.
- Film Video Segment 2 or have students present chapters 4 and 5 of their photo albums.
- Introduce Unit III and preview Project III.

What You Will Need

Pictures of places (see Opening Activity), equipment and supplies for video or photo album

Opening Activity

Collect pictures showing a variety of settings, such as mountains, beach, lake, forest, city, farmland, etc. Add a picture of a traditional church building and a house. Hang the pictures on the walls around the room. Ask students to stand under the picture that best describes where they typically worship. Then ask them to stand under the picture where they would like to worship. Go around the room and take turns explaining their choices. Read in Matthew 18:20 how Jesus promises to be with even two or three people who are gathered in his name. Offer a prayer of thanks for God's presence during your *God and Church* session.

Unit II Wrap-Up

- Flip through the Student Workbook page by page with your students. Fill in any missing work.
- Ask students to share their projects with the class. Sign off Project II.
- Make sure that the students have completed their memory work.
- Photo Album: Each student should present their photo albums and talk about chapters 4 and 5.

Video

Do the actual filming for Video Segment 2.

Preview Unit III

Introduce Unit III and read through the choices for Project III (Student Workbook, page 31; Counselor Manual, page 34). Give students time to talk about their choices with their parents. They need to decide on their projects by next meeting. Make announcements about any field trips that you have planned, and explain how many service hours you will require (see Counselor Manual, page 34).

Closing

- Remind your class of the dates for the final party and award ceremony. Ask for parent volunteers.
- Close with prayer:

*Dear God, thank you for every young person here today.
Thank you for their enthusiasm and energy. May they always
look for ways to grow in your love and CELEBRATE your love.
In Jesus' name, Amen.*

LESSON 6

MY JOURNEY: Learning How Christ Witnessed and Ministered to Others

Objectives

- Understand how witnessing and ministering go hand in hand.
- Learn of Jesus' compassion for people who are hurting.

Look Back

- Check on students' progress on Project III.
- Review the previous lessons by asking for volunteers to take turns reading their postcards for the first several lessons.

What You Will Need

Pennies or coins (one for each student)

Optional: crumpled candy wrappers and napkins, paper towels or wipes, envelopes for each student

Opening Activity

Before the students arrive, "dirty" the tables or desks that you will be using. Spill some water and put some crumpled up candy wrappers or napkins on the tables. Have some wipes or paper towels handy. As the students arrive, have them put their books on their chairs. Each person is to clean a spot of the table, but they cannot clean their own spot. They must clean a spot for someone else. Talk about how ministry starts not with your own needs, but the needs of others.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 24)

Do this activity with partners. Was it hard to do (to think of examples)? Which was harder, to name the times when you've heard about God's love or when you've seen God's love in action? Why do you think that was so?

My Journey in the Bible

(Student Workbook, page 24)

Jesus ministered (did good works) to people not because he was a "follower" of God, but because he was and is God, the Son of God. We Christians minister (do good works) to people because we are redeemed members of God's family by faith in Jesus, and it's a family trait to do good works. Good works are a result of faith. Our good works are not just ways to help specific individuals, but also are ways to give thanks to God.

1. Emphasize how Jesus did not simply "preach" at these people, but responded to their specific needs.

Mark 10:46-52 – Bartimaeus, a blind beggar, wanted to see.

Matthew 8:1-3 – A leper asked to be made clean of his leprosy.

Matthew 8:23-27 – The disciples were afraid of the storm. They wanted Jesus to save them.

Mark 9:14-29 – A father wanted a spirit cast out of his son. The father asked Jesus to help his unbelief.

2. Ask your students to define compassion. What does it mean to be compassionate?

a. How was Jesus compassionate? What social standards did Jesus defy by talking with the Samaritan woman? (Jesus showed compassion by talking to the Samaritan woman. Social standards dictated that Jesus ignore the Samaritan woman: Jews didn't associate with Samaritans; women were below men; the woman was living with a man who was not her husband; plus Jesus was a rabbi and therefore under greater scrutiny.)

b. What happened as a result of Jesus' conversation with the Samaritan woman? (She believed that Jesus was the Messiah to the point that she told the whole town. The town asked Jesus to stay so they could listen to him. They too believed that Jesus was the Messiah.)

c. Describe a time when you have shown or received compassion. What impact did it have? (If the students cannot think of a personal example, ask them to think of a character in a movie or book and share that example.)

Lesson 6

My Journey: Learning How Christ Witnessed and Ministered to Others

Anticipating the Journey

Take a coin. Flip it ten times. Every time it lands on "heads" tell of a time when you have heard about God's love. Every time it lands on "tails" tell of a time you have seen God's love in action.

My Journey in the Bible

Witnessing is often understood to mean how we tell other people about Jesus, whereas ministering usually means what we do to help other people. In this program, witnessing and ministering will go hand in hand. You cannot tell other people about Jesus without doing the good works to meet their needs or help their hurts. And the good works that you do in the name of Jesus are the best way of telling others the Good News of Jesus Christ.

1. Jesus ministered to people by seeing them as individuals and addressing their specific needs. What needs did Jesus address for the people in the following passages? What did each person(s) request?

Mark 10:46-52 _____

Matthew 8:1-3 _____

Matthew 8:23-27 _____

Mark 9:14-29 _____

2. Jesus' ministry was filled with compassion. Jesus felt the hurts and needs of ordinary people and reached out to them with love and mercy. Read about the compassion Jesus showed to the Samaritan woman in John 4:4-42.

a. How was Jesus compassionate? What social standards did Jesus defy by talking with the Samaritan woman?

b. What happened as a result of Jesus' conversation with the Samaritan woman?

c. Describe a time when you have shown or received compassion. What impact did it have?

GOD AND CHURCH STUDENT WORKBOOK • PAGE 24

d. Choose one of the situations below to act out. Show what it might be like to respond in a self-centered way, and then show what it means to be Christlike and respond with compassion. (If you don't have time to make a skit and act it out, ask the students to talk through each situation and describe a self-centered response and a Christ-centered response.)

3. Read about the miracles listed below and tell what Jesus did and why.

- Jesus healed the official's son so that the people would believe in Jesus.
- Jesus raised Lazarus from the dead so that the people would believe that Jesus was sent by God and that he had the power to raise us from the dead. [Note the frequent use of "resurrection" in that chapter.]
- Jesus healed the crippled woman to show that he was Lord over the Sabbath, to break Satan's bond, and for people to rejoice over God's glorious deeds.
- Jesus raised a widow's son to show his compassion and for people to know that "God has visited his people," i.e., that Jesus is God's Son.

Emphasize that Jesus' miracles were not only to free people from their infirmities, but to inspire faith in God, to show how great God is, to give praise and glory to God, to invite people into a relationship with God, to reveal Jesus as God's Son.

4. This is the heart of the lesson. Allow plenty of time for discussion.

- Is the call to minister optional? Can you be a good Christian without helping others? (James 2:14-26)
No, faithful Christians will express their love for God by helping others. Faith goes hand in hand with good works.
- Are good works required for salvation? (Ephesians 2:8-10)
No, salvation is a free gift! Our good works are evidence of our faith, but they cannot "buy" our salvation.
- Is it enough to do good works? Can you receive salvation by doing good works and not professing faith in Christ? (Romans 10: 9-10)
No, you cannot go to heaven just by being a good person and doing good works. You only receive salvation through faith in Jesus Christ.
- What is the purpose of good works? (2 Corinthians 9:11-13)
Our good works will help meet the needs and hurts of other people, and when that happens, our good works will also result in thanksgiving to God. Our good works can witness to God's love.

5. Young people struggle with so many issues. Be sensitive to their hurts. They may be reluctant to name their hurts or write them down in their workbooks out of a need for privacy. Perhaps they can write them on slips of paper and seal them in an envelope. You can either tape the envelope in their book, or symbolically burn them and watch them be reduced to ashes as the smoke rises to heaven. The whole point of this exercise

d. Choose one of the following situations and act it out. Show what it might be like to respond in a self-centered way, and then show what it means to be Christlike and respond with compassion.

- ☐ You have to miss going to the movies because Dad wants you to help him paint at the church work day.
- ☐ You're watching your favorite show on TV, and your little sister needs help with her social studies homework.
- ☐ The kid that called you names last week is sitting all alone in the cafeteria.

3. Jesus was a man of action. He didn't only preach about God's love and mercy; he demonstrated it. Jesus put his faith into action by reaching out and ministering to the people around him. Jesus' miracles were one way he witnessed or told people about God's love.

Read about the miracles listed below. Tell what Jesus did and why he did it.

a. John 4:46-53

b. John 11:38-44

c. Luke 13:10-17

d. Luke 7:11-17

4. Jesus' miracles were in response to specific needs of individuals, but they also served a higher purpose: to invite people into relationship with Christ (John 10:37-38). Our good works—our witness and our ministry—should also serve a higher purpose. Discuss the following questions with your counselor.

a. Is the call to ministry optional? Can you be a good Christian without helping others? Explain your answer. (James 2:14-26)

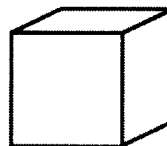
b. Are good works required for salvation? Explain your answer. (Ephesians 2:8-10)

c. Is it enough to do good works? Can you receive salvation by doing good works and not professing faith in Christ? Explain your answer. (Romans 10:9-10)

d. What is the purpose of good works? (2 Corinthians 9:11-13)

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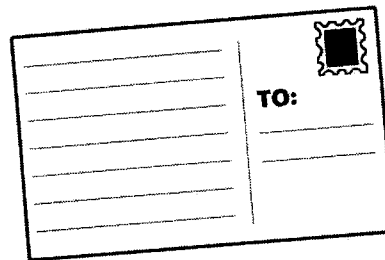
5. You have studied about Jesus' witness and ministry and how Jesus healed all kinds of hurts. There isn't a hurt too small or insignificant to bring to Jesus. What about you? Jesus wants to know your needs. What hurts do you have? What challenges are you facing? What pressures do you feel? Write them (or draw pictures) in the box below. Then draw a big circle around the entire box. Label the circle "God." God is bigger than any of your problems. God surrounds you in God's love and care. As you look at this picture, offer a prayer to God thanking God for God's strength and presence in your life.



My prayer:

Highlights of My Journey

Look back over what you have learned from this leg of your journey about how Jesus witnessed and ministered to others. In the postcard below, tell what you feel is most important or what you remember most. Your message should be very brief (only one or two sentences) and tell about the highlight of your journey. Address your postcard to someone who would enjoy hearing about your faith journey or someone who you feel would benefit from what you have learned.



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LESSON 7

MY JOURNEY: Exploring How My Congregation Witnesses and Ministers to Others

Objectives

- Study the structure of your congregation.
- Learn about the outreach programs of your congregation.
- Learn the requirements for joining your congregation.

Look Back

- See if the students can identify the theme/lesson/title of all the lessons without looking in their workbooks.
- Together recite the memory work from Lesson 3.

What You Will Need

Optional: assorted items that represent ministry and a blanket (see Opening Activity), 25 small pieces of paper

Opening Activity

Collect items that represent the various ways your congregation can minister to the hurts and needs of the community, for example, paint brush, canned goods, blanket, clothes, toys, money, books, soap, etc. Include a *God and Church* book or medal. Collect about twenty items. Form teams to play a memory game. Put all the items on a table and cover them with a blanket. Uncover the items for thirty seconds, then cover them back up as the teams try to list as many items as they can remember. If you want, you can give them another ten-second peek. Take turns naming one item at a time. As they name each item, tell how it can be used in ministry. See which team can name the most items.

Anticipating the Journey (STUDENT WORKBOOK, PAGE 28)

Start with 25 pieces of paper already counted out. Distribute the papers among the students, and as they are writing, call on students. Encourage them to think of fun and unusual ways to share God's love. Besides a bulletin board, consider making a mobile or paper chain.

My Journey in the Bible (STUDENT WORKBOOK, PAGE 28)

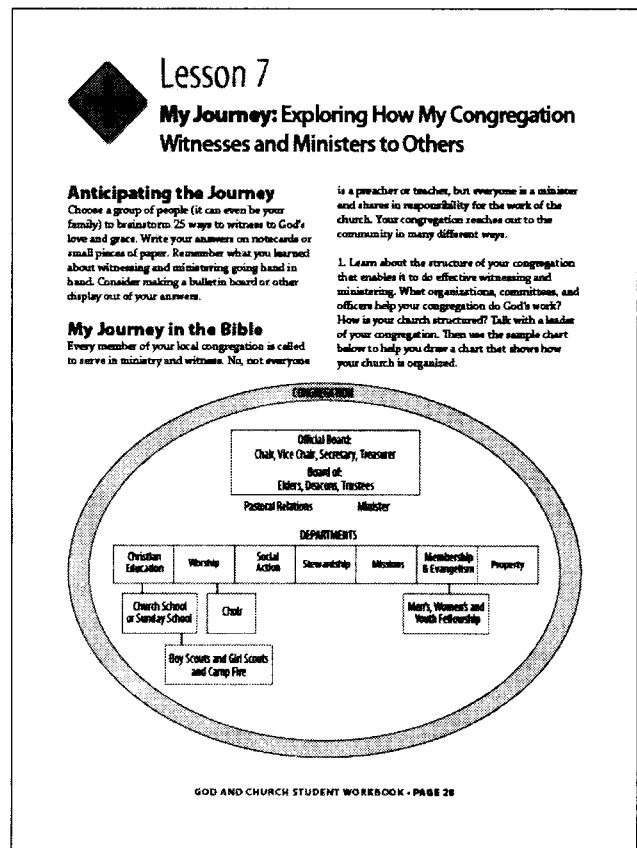
1. A chart is an effective tool to visualize the structure of an organization. You may want to invite the board chairperson or president of the congregation to speak to your class. Besides a chart, another idea would be to have your students draw floor plans of the church and identify the ministries that occur or are planned in each room.

2. Here are some sample answers to help your students fill in their charts. Be sure to list only those programs specific to your congregation.

Ways my church reaches out to people in my congregation: Christian education programs; hospital and shut-in visitation; multiple worship services; music programs; small cell groups; social activities and fellowship times.

Ways my church reaches out to people in my local community: Evangelism visitation program; radio, television, or telephone ministry; special programs in hospitals, nursing homes, prisons; maintenance of a "clothing bank," "food pantry" or emergency fund for the needy; space for groups to meet in the church building; educational outreach programs – nursery school, health fair, current issues seminars, scouting programs; cooperative ministries with other churches.

Ways my church reaches out to people outside my community: American Bible Society; Heifer Project; Gideons International; Habitat for Humanity; mission work; educational institutions.



- What if someone asks you why you are a Christian? What will you say?
- What if someone wants to learn more about Jesus? What will you tell him or her?
- What are the responsibilities of congregation members? What are members expected to do?

This should be a quick exercise. At the end of the *God and Church* program, the postcards will serve as a nice reminder to the students of what they learned on their faith journeys.

Write the script for Video Segment 3.

- ❑ Create a new chart, this time with photographs. *(The photographs can be of individuals or groups of people. For example, if it is not possible to get a picture of the entire Christian Education committee, perhaps you can take the picture of just the chairperson.)*
- ❑ Collect flyers and brochures explaining the various programs that minister to the needs of people. Display these flyers in your photo album. *(Your church may have a lot of these brochures. It may also be possible to download some literature off the Internet. If the students have to call or write for brochures, be sure they start this right away.)*
- ❑ Design the front side of the postcard for this lesson.

- The next session will be the final Mile Marker. All work needs to be completed. Ask if anybody will have problems completing Project III by then. Consider inviting the pastor to the final session to “interview” the students and review their work.
- If you will be filming a video, make sure students bring all props, scripts, costumes, etc.
- Announce the time, place, and date of the video premiere.
- If your class party is next week, make appropriate announcements and reminders as to what to bring and who to invite.
- Make plans to order the awards (see “Ordering the Awards” on page 35 in the Counselor Manual).
- Close with prayer:

Dear God, thank you for the many ways our congregation reaches out to people. Help us always to seek to be a part of its ministry that others may come to know you.
In Jesus' name, Amen.

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PROJECT III

Discovering How I Can Witness and Minister to Others

(STUDENT WORKBOOK, PAGE 31)

Students must complete all three activities listed on page 31 in the Student Workbook. Give students time to talk about their choices with their parents. They need to decide on their projects by next meeting. If you have planned any field trips to one of the community organizations, let your students know about it. Will you require that they also do an independent project? Explain your expectations. The Student Workbook does not require a specific number of service hours. This is intentional. Students should provide meaningful service without worrying about counting the specific time served. However, you as the counselor have the prerogative in setting a specific time requirement. A suggested number of hours (for service to both the community and the congregation combined) should probably be about ten hours.

Additional Ideas:

- Share one of your favorite projects from this *God and Church* program with younger children. Tell them about the *God and Me* award (for grades 1-3) and the *God and Family* award (for grades 4-5). Volunteer as a counselor aide to help younger children earn their awards.
- Attend two church committee meetings. Choose two different business or committee meetings to attend. Your counselor can help you find those that will be both informative and interesting. Take notes about what happened in those meetings and explain how the people who attended were sharing God's love.

Mile Marker 3

Objectives

- Make sure that all the written and makeup work for Unit III is complete.
- Ask students to share what they did for Project III with the class. Sign off Project III.
- Film Video Segment 3 or have students present chapters 6 and 7 of their photo albums.
- Plan the award ceremony.

What You Will Need

Candle or flashlight

Opening Activity

Sit in a dark room (or closet). Try to make the room as dark as possible. Turn on a small flashlight (or light a candle). How did the light change the room? Sometimes we think that what we do doesn't count. Sometimes we think that one person cannot make a difference. As Christians, we are to shine with God's love. God can use us to make a difference in the world!

Unit III Wrap-Up

- Flip through the Student Workbook page by page with your students. Fill in any missing work.
- Ask students to share their projects with the class. Sign off Project III.
- Complete the final activity "Looking back on your journey in the *God and Church* program" on page 32 in the Student Workbook. Allow ample time for students to respond. Compare their answers with what they wrote at the beginning of the program. Celebrate their growth and discoveries. Add a comment as you sign your name in each of their workbooks. Start thinking of what you want to say about each person.
- Photo Album: each student should present chapters 6 and 7 of their photo albums

Video

Do the actual filming for the video.

Award Ceremony

Plan the award ceremony (see "Planning the Award Ceremony," page 5 in Counselor Manual).

Closing

- Announce the final deadline for any makeup work.
- Remind students that the *God and Church* program was just one part of their spiritual journey. Their faith journeys will continue!
- Close with prayer:
Heavenly Father, I want to thank you for the privilege of journeying with these young people through the God and Church program. I have learned from their witness. I have enjoyed their enthusiasm. Please continue to walk with them through life. Go hand in hand with them. May they always know your loving presence. I pray these things in Jesus' name, Amen.



PROJECT 3

Discovering How I Can Witness and Minister to Others

You have studied how Jesus ministered to others. You have explored how your congregation ministers to others. Now you will discover how YOU can minister to others. Complete all three activities.

1. Invite someone to church, Sunday school, youth group, or to join you and others in a caring activity (a service project). Tell them ahead of time what to expect. Give them a tour, introduce them to people you know, and make them feel comfortable. Be sure to share the Good News of Jesus with them. Afterwards, interview them and get their thoughts. What were their expectations before their visit? What were their reactions after the visit? What was surprising? What was familiar? What made them want (or not want) to come back?

Date Completed: _____

2. Get involved in the ministry of your congregation and work with people in your own church. Look at the chart on page 29 and volunteer in one or more programs that interest you. Your counselor can help you find a spot where you will be helpful and can learn from the experience. Write about your experience below. (The following questions may help you: What did you do? What was difficult? What did you enjoy? What did you learn?)

Date Completed: _____

3. Make a plan to volunteer at a community agency (look at the list of agencies your congregation supports or works through in the chart on page 29). Choose a program that addresses the hurts and needs that you feel strongly about. Your work should not be impersonal, but rather, it should help you get to know others as real people. Decide how long you will volunteer. (How many times will you visit the retirement center? How many times will you work at the food pantry?) Write about your experience below. (The following questions may help you: What did you do? What was difficult? What did you enjoy? What did you learn?)

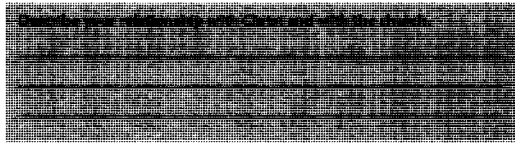
Date Completed: _____

Counselor's Signature and Date: _____

GOD AND CHURCH STUDENT WORKBOOK • PAGE 31

Looking back on your journey in the God and Church program

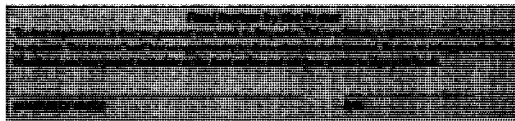
An important part of any journey is looking back to see how far you have come. Take the time to discover how you have grown in your Christian faith by doing the following:



You were asked this very same question at the beginning of this program. Look back and read what you wrote on page 3. What are two or three new insights that you have received from this God and Church program? In what way have you grown closer to Jesus? Closer to the church? What will you do to continue your spiritual journey? Share your discoveries with your counselor and ask your counselor to add his or her signature and comments in the space below.

Counselor's Comments: _____

Counselor's signature _____ Date _____



Award Ceremony

Congratulations on completing the God and Church program! It's time to celebrate! Together with your counselor plan an award ceremony to celebrate this important accomplishment. Decide whom you will invite, whom you want to thank, and what you will share about your journey.

GOD AND CHURCH STUDENT WORKBOOK • PAGE 32

Ordering the Awards

Awards may be ordered after all the requirements have been completed and the pastor has met with the candidates and reviewed their work. It is at the *God and Church* level (when students study their specific denominations), that the following denominational pins are available:

PRO - Standard design (used by any denomination not listed below)

AME - African Methodist Episcopal

BAP - Baptist

DOC - Christian Church (Disciples of Christ)

EPS - Episcopal

LUT - Lutheran

PEN - Pentecostal

PRE - Presbyterian Church (U.S.A.)

PCA - Presbyterian Church in America

UMC - United Methodist

There are two different ways to order the awards.

One, individual recipients may order their own awards by filling out the Award Application Form at the back of the Student Workbook.

Two, the counselor may order the awards for the candidates by collecting their individual forms or by filling out the Multiple Order Form in the back of the Counselor Manual.

Please allow two to three weeks for delivery.

Evaluating the Program

You are encouraged to provide an opportunity for children and parents to evaluate the program. Whether this is an informal sharing time or a written evaluation form (see page 34 in the Student Workbook), please take the time to hear the thoughts and comments from your participants. You are also encouraged to share this feedback with P.R.A.Y. to help us improve our service and our programs for a more effective ministry.

God and Church Awards

Use the application form on page 23 to order these awards.

The P.R.A.Y. awards feature a four-colored cross. The colors correspond to the four levels in the P.R.A.Y. series: Let God and Me (pink), God and Family (yellow), God and Church (blue), and God and Life (green). The four colors converge here to point to cross as "X" at the center of the cross. "X" is the first letter in the Greek word for Christ, and it is symbolic of how Christ should be at the center of our lives.

God and Church Medallion

- The official recognition for God and Church recipients
- The medallion comes large from a blue ribbon and fast. Blue is the color for God and Church, but it also stands for truth and loyalty.
- Order a denominational pin (see far right column) to wear in the ribbon of the medallion to show your church background.
- For members of a scouting program, here is where you wear it on the uniform: AMERICAN HERITAGE GIRLS - on the front of the vest or sash; BOY SCOUTS OF AMERICA - above the left chest pocket; GBL SCOUTS OF THE U.S.A. - below the membership stars
- Don't forget... the medallion goes in a frame!



Pin

- A popular item!
- Approximately 3/4 inch in size
- Worn on non-uniform clothing
- May be worn on the GBL Scout uniform
- Often presented to a parent
- May be used as a mother's pin
- Available in several denominational logos (see far right column)



Embroidered Patch

- A "Y" embroidered emblem
- Give it on a BSA long vest or on the back of a GBL Scout vest
- When it is a temporary patch on the front of the BSA uniform
- Or simply add it to your patch collection



Certificate

- 5x7" and printed in full color
- Certificates come "blank" - you add the recipient's name and secure appropriate signatures
- Looks great in a frame, or add it to your scrapbook!



Say "Thank You" to Your Counselor!

Counselor Pin

- Show your appreciation to your counselor by presenting this pin with a certificate
- Approximately 3/4 inch in size
- Worn on non-uniform clothing



Counselor Patch

- 3" embroidered patch
- It matches the youth patch except it says "Counselor" on it
- May be worn as a temporary patch on the front of the BSA uniform



Counselor Certificate

- 5x7" and printed in full color
- Certificates come "blank" - you add the counselor's name and secure appropriate signatures (they may have the recipient sign it)
- Great way to say "Thank You" to your Counselor!



Denominational Pins

- Pins may be worn by themselves or placed in the ribbon of the medallion
- The wear required to study your church and denomination, why not wear your denomination pin on your medallion?
- Available for the following denominations:



GOD AND CHURCH STUDENT WORKBOOK • PAGE 33

Schedule and Assignments

Schedule:

Student Name _____

Date	Section	What we will cover in class	Assignments	What to bring
	Introduction	Page 3 Choose between video & photo album; make daily Bible reading plan		
	1: Meeting Jesus, the Person	Pages 4-6 Plan Video Segment 1		
	2: Meeting Jesus, the Son of God	Pages 7-10 Continue Video Segment 1		
	3: Meeting Jesus, the Head of the Church	Pages 11-14 Continue Video Segment 1 Start Memory Work		
	Project I Mile Marker 1	Sign off Project 1 Film Video Segment 1 Present Photo Albums Ch. 1-3 Preview Project 2		Props for video or completed photo album
	4: How Christ Worshiped	Pages 16-18 Plan Video Segment 2		
	5: How My Congregation Worships	Pages 19-22 Continue Video Segment 2		
	Project II: How I Worship Mile Marker 2	Memory work due Sign off Project 2 Film Video Segment 2 Present Photo Albums Ch. 4-5 Preview Project III		Props for video or completed photo album
	6: How Christ Witnessed & Ministered	Pages 24-27 Plan Video Segment 3		
	7: How My Congregation Witnesses & Ministers	Pages 28-30 Continue Video Segment 3		
	Project III: How I Can Witness & Minister Mile Marker 3	Sign off Project 3 Film Video Segment 3 Present Photo Albums Ch. 6-7 Plan award ceremony		Props for video or completed photo album

Other Important Dates:

- Field Trip #1: Place _____; Date _____; Time _____
- Field Trip #2: Place _____; Date _____; Time _____
- Party! Place _____; Date _____; Time _____
- Final review by pastor - Students are required to meet with their pastors for a final review, which must be completed by _____.

• Award Ceremony - All students who participate in this program are welcome to attend an award ceremony planned by the counselor/pastor. However, students who are members of different churches are encouraged to work with their pastors to arrange an award ceremony in their own congregations.

Date of award ceremony: _____ Time: _____ Place: _____

Please notify the counselor if you will be participating no later than _____ (date)

Award application/order forms (found in the Student Workbook) are due no later than _____ (date)

Please call the counselor if you have any questions about the *God and Church* program:

Counselor's name: _____ Phone: _____ Best time to call: _____

Sample Questions for Final Review by the Pastor

These are questions that can aid the pastor in conducting a final review of the *God and Church* curriculum. Please do not ask all the questions. The intent of the final review is not to quiz or “stump” the young person, but to dialogue with the youth and help him or her express what has been learned. The questions below are to be used to discover what the youth is eager to share with you. Find the questions that resonate with the youth. The final review may be done with one student or with a group of students.

GOD AND CHURCH STUDENT CURRICULUM

The *God and Church* program leads the young people on a journey. It is a faith journey with three parts: meeting Jesus, worshiping God, and witnessing and ministering for Christ. Participants have created either a video or a photo album to share what they have learned on their faith journeys.

MY JOURNEY: MEETING CHRIST

1. Meeting Jesus, the Person

- What surprised you thinking about Jesus' humanity?
- What event(s) in Jesus' life is most meaningful to you?
- What did you write in your postcard on page 5 to summarize this lesson?

2. Meeting Jesus, the Son of God

- Show me the drawings on page 8. Let me see if I can guess each one. Which verse (which image) is most meaningful to you?
- Which witness (on page 8) did you think was most effective? Why?
- Explain the colors of your rainbow on page 9. What does this mean to you?
- What did you write in your postcard on page 10 to summarize this lesson?

3. Meeting Jesus, the Head of the Church

- Why is Pentecost celebrated as the “birthday” of the church?
- What are some of the highlights that you remember from our congregation's history?
- Why was our denomination founded? Who were some of the key people? Why is it important that you belong to this denomination? What does it mean to you?
- What creed, statement of belief, or scripture did you memorize? Please recite and explain it.
- What did you write in your postcard on page 14 to summarize this lesson?

Project I: Daily Bible Reading

- What was your plan for daily Bible reading? How did you do? What did you discover? How will you continue your plan for daily Bible reading?

MY JOURNEY: WORSHIPING GOD

4. Learning how Christ Worshiped God

- How was Christ's way of life and his everyday living a part of his worship?
- How does Jesus' example challenge you? In what areas do you want to grow and become stronger?
- What did you write in your postcard on page 18 to summarize this lesson?

5. Exploring How My Congregation Worships God

- Was there something in the sanctuary that you weren't familiar with?
- Explain the order of worship and the different parts of the worship service.
- What is the meaning of Baptism?
- What is the meaning of Communion?
- Tell me about the service that you attended with your counselor (page 21).
- What did you write in your postcard on page 22 to summarize this lesson?

Project II: Discovering How I Can Worship God

- Tell me about your project on page 23.
- How has your understanding and appreciation of the worship service grown?

MY JOURNEY: WITNESSING AND MINISTERING FOR CHRIST

6. Learning How Christ Witnessed and Ministered to Others

- What does it mean to have compassion?
- What miracle did you think was the most powerful? Why?
- Why did Jesus' perform miracles? What was their purpose?
- What's the relationship between faith and good works? How are they connected to each other?
- What did you write on your postcard on page 26 to summarize this lesson?

7. Exploring How My Congregation Witnesses and Ministers to Others

- Which areas of ministry have impacted you or your family?
- In which areas of ministry have you served?
- What would you say if someone asked you why you are a Christian? What would you say if someone wanted to know more about Jesus? How would you witness to them?

Project III: Discovering How I Can Witness and Minister to Others

- Who did you invite to church? Why? How did it go?
- Tell me what you did to volunteer in our own church.
- Tell me what you did to volunteer in the community.

LOOKING BACK

- You compared your response to the question at the beginning of the program (page 3) to your response at the end (page 32). What did you learn?
- What do you think you'll remember from this program? How has it impacted you?

PICTURE THIS

Students had a choice of making a video or a photo album. Take the time to watch the video or page through the photo album with them. Allow them to "narrate" their experiences. Use this time as an opportunity to affirm their work and who they are. Encourage them in their Christian growth.

Notes, Ideas, Thoughts

Notes, Ideas, Thoughts

God and Church Multiple Order Form – Part A

Incomplete forms will be returned. Use this Multiple Order Form or collect the individual award application forms included in each of the Student Workbooks.

Shipping Address: Allow two to three weeks for delivery. Overnight shipping requires a street address & correct zip code.

Name _____
 Address _____
 City _____ State _____ Zip _____
 Phone (day contact) _____ Email _____

Church Information: Provide the following information for the church that sponsored the program or whose pastor reviewed the candidate's work.

Name of congregation _____
 Denomination (Church Body) _____
 Address _____
 City _____ State _____ Zip _____
 Pastor's name _____ Email _____
 Who was responsible for coordinating and/or teaching the class? Who served as counselor?
 Counselor's name _____ Email _____

Certificate Of Copyright Compliance

I certify that each candidate had an original workbook in accordance with the regulations set forth in the program. I understand that a \$2.00 duplication fee must be paid for each booklet that was photocopied.

Signature _____
 Date _____

Certificate of Eligibility: The pastor's signature is preferred; however, other signatures will be accepted.

I certify that the candidates have successfully completed the requirements for the *God and Church* program and have presented their work to the pastor for final approval.

Signature _____
 Date _____

All orders must be sent with payment in full by check, money order, or credit card (if credit card, please provide the following information)

Check one: ☐ Mastercard ☐ Visa ☐ Discover

Cardholder's Name _____

Acct # _____

Expiration Date: _____ CV2 Code _____

The CV2 code is the last three digits on the backside of the credit card located in the signature box.

Cardholder's Address _____

Phone (Day contact) _____

Signature _____

*** SHIPPING** – All orders are assessed a standard Shipping/ Handling fee per shipping address (orders shipped together are assessed one fee) and are sent via First Class Mail. To upgrade shipping, visit www.praypub.org for explanation and fees.

For current prices and information go to www.praypub.org or call 800-933-7729.

Send this form and payment to

P.R.A.Y.

11123 S Towne Square, Ste. B

St. Louis, MO 63123

2009 Printing

QTY	STOCK#	ITEM	PRICE	TOTAL
_____	002C3	God and Church Medallion	\$9.50	_____
_____	001CN	God and Church Embroidered Patch	\$3.00	_____
_____	002C6	God and Church 3/4" Lapel Pin	\$5.50	_____
_____	001C9	God and Church Certificate	\$1.00	_____
_____	002C8	Counselor Pin	\$5.50	_____
_____	001CC	Counselor Patch	\$3.00	_____
_____	CC1C9	Counselor Certificate	\$1.00	_____
_____	MM2C3	Mentor Pin	\$5.50	_____
_____	MM1C5	Mentor Patch	\$3.00	_____
_____	MM1C9	Mentor Certificate	\$1.00	_____
Denomination 3/4" Lapel Pins (may be pinned in the ribbon of the medal or worn by itself)				
_____	0A1C6	AME Lapel Pin	\$5.50	_____
_____	0B1C6	Baptist Lapel Pin	\$5.50	_____
_____	0D1C6	Disciples of Christ Lapel Pin	\$5.50	_____
_____	0E1C6	Episcopal Lapel Pin	\$5.50	_____
_____	0L1C6	Lutheran Lapel Pin	\$5.50	_____
_____	0T1C6	Pentecostal Lapel Pin	\$5.50	_____
_____	0P1C6	Presbyterian (PCUSA) Lapel Pin	\$5.50	_____
_____	0F1C6	Presbyterian (PCA) Lapel Pin	\$5.50	_____
_____	0M1C6	United Methodist Lapel Pin	\$5.50	_____
_____		Duplication Fee (\$2.00 per photocopied booklet)	\$2.00	_____
_____		Required Registration Fee per student	\$5.50	_____
_____		Required Shipping/Handling Fee per order*	\$3.50	_____
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> PRICES SUBJECT TO CHANGE. CHARGES WILL BE ADJUSTED. </div>			TOTAL (Prices Subject to Change)	
Upgraded Shipping Options: By selecting an option below, you agree to pay special shipping fees, which will be added to your Grand Total.				
<input type="checkbox"/> USPS Priority Mail 2-3 days not guaranteed (additional fees apply)				
<input type="checkbox"/> Ground 3-5 days – No PO Boxes (additional fees apply)				
<input type="checkbox"/> Expedited 1-2 days – No PO Boxes (additional fees apply)				
FAX SERVICE 314-845-0038 All fax orders are assessed \$6.00.			\$6.00	
Faxes received by noon CST will be processed and shipped that same day.				
The fax fee is assessed per shipping address (orders shipped together are assessed one fee).				
GRAND TOTAL (amount of order plus special fees)			_____	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Registration continued on next page </div>				

God and Church Multiple Order Form – Part B

Recipient Registration Form

The following information must be provided for each candidate to ensure proper registration at church and agency headquarters. Incomplete forms will be returned. List youth recipients only (do not include counselors and mentors). You may make additional copies of this form if needed.

	NAME First Last	ADDRESS Street, City, State, Zip	DENOM ¹	AGENCY ²
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

¹ Please indicate the denomination of each candidate (regardless of where the God and Church class was taught). You may use the following abbreviations:

AOG = Assembly of God; AME = African Methodist Episcopal; AMZ = African Methodist Episcopal Zion; BAP = Baptist; BRE = Brethren; COG = Church of God; CMA = Christian Missionary Alliance;
 CME = Christian Missionary Episcopal; CUM = Cumberland Presbyterian; DOC = Christian Church (Disciples of Christ); ELCA = Evangelical Lutheran Church in America; EPS = Episcopal; IND = Independent;
 LCMS = Lutheran Church-Missouri Synod; LUT = Lutheran; MEN = Mennonite; NAZ = Nazarene; PCA = Presbyterian Church in America; PEN = Pentecostal; PRE = Presbyterian Church (U.S.A.);
 PRO = no church affiliation; REF = Reformed; SDA = Seventh Day Adventist; UCC = United Church of Christ; UMC = United Methodist Church; WES = Wesleyan.

² Agency Information: B = Boy Scouts of America; G = Girl Scouts of the U.S.A.; C = Camp Fire U.S.A.; H = American Heritage Girls; O = Other (please indicate if Sunday School or other agency membership)

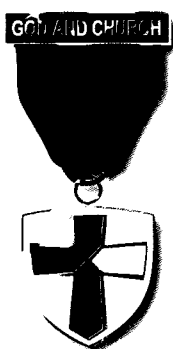
God and Church Awards

Use the application form on page 41 and 42 to order these awards.

The P.R.A.Y. awards feature a four-colored cross. The colors correspond to the four levels in the P.R.A.Y. series, i.e. *God and Me* (red), *God and Family* (yellow), *God and Church* (blue), and *God and Life* (green). The four colors converge into a point to create an "X" at the center of the cross. "X" is the first letter in the Greek word for Christ, and it is symbolic of how Christ should be at the center of our lives.

God and Church Medallion

- The official recognition for *God and Church* recipients!
- The shield with cross hangs from a blue ribbon and bar. Blue is the color for *God and Church*, but it also stands for truth and loyalty.
- Order a denomination pin (see far right column) to wear in the ribbon of the medallion to show your church background.
- For members of a scouting program, here is where you wear it on the uniform:
AMERICAN HERITAGE GIRLS – on the front of the vest or sash
BOY SCOUTS OF AMERICA – above the left shirt pocket
GIRL SCOUTS OF THE U.S.A. – below the membership stars
- Don't forget ... the award looks great in a frame!



Pin

- A popular item!
- Approximately 3/4 inch in size
- Worn on non-uniform clothing
- May be worn on the Girl Scout uniform
- Often presented to a parent
- May be used as a mother's pin
- Available in several denominational logos (see far right column)



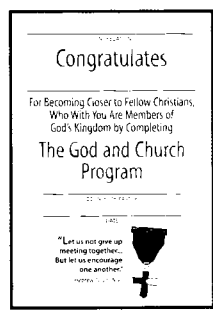
Embroidered Patch

- 3" embroidered emblem
- Sew it on a BSA brag vest or on the back of a Girl Scout vest
- Wear it as a temporary patch on the front of the BSA uniform
- Or simply add it to your patch collection!



Certificate

- 5x7" and printed in full color
- Certificates come "blank" – you add the recipient's name and secure appropriate signatures.
- Looks great in a frame, or add it to your scrapbook!



Say "Thank you" to Your Counselor!

Counselor Pin

- Show your appreciation to your counselor by presenting him/her with a colorful pin
- Approximately 3/4 inch in size
- Worn on non-uniform clothing



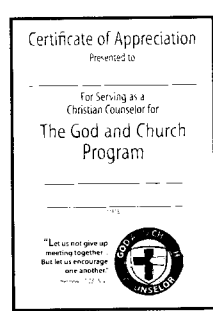
Counselor Patch

- 3" embroidered patch
- It matches the youth patch except it says "Counselor" on it
- May be worn as a temporary patch on the front of the BSA uniform



Counselor Certificate

- 5x7" and printed in full color
- Certificates come "blank" – you add the counselor's name and secure appropriate signatures (why not have the recipient sign it?)
- Great way to say "Thank You!" to your Counselor!



Denominational Pins

- Pins may be worn by themselves or pinned in the ribbon of the medallion
- You were required to study your church and denomination, why not wear your denomination pin on your medallion?
- Available for the following denominations:



AME
African Methodist Episcopal



BAP
Baptist



DOC
Christian Church (Disciples of Christ)



EPS
Episcopal



LUT
Lutheran



PEN
Pentecostal



PRE
Presbyterian Church (U.S.A.)



PCA
Presbyterian Church of America



UMC
United Methodist Church

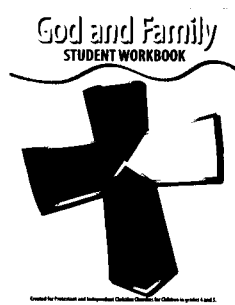


Sample pin on medallion

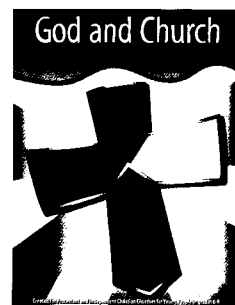
The P.R.A.Y. Program



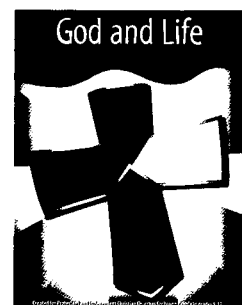
God and Me
Student Workbook
(grades 1-3)
#33604



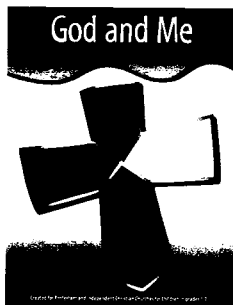
God and Family
Student Workbook
(grades 4-5)
#33597



God and Church
Student Workbook
(grades 6-8)
#33599



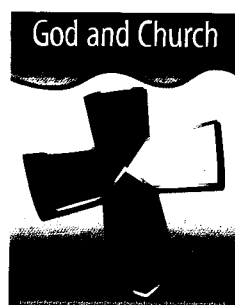
God and Life
Student Workbook
(grades 9-12)
#33609



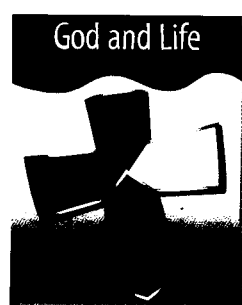
God and Me
Counselor Manual
(for the pastor)
#33603



God and Family
Counselor Manual
(for the pastor)
#33598



God and Church
Counselor Manual
(for the pastor)
#33600



God and Life
Counselor Manual
(for the pastor)
#33610



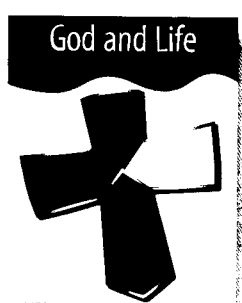
God and Me
Adult Mentor Workbook
(for the parents)
#33606



God and Family
Adult Mentor Workbook
(for the parents)
#33595



God and Church
Adult Mentor Workbook
(for the parents)
#33596



God and Life
Adult Mentor Workbook
(for the parents)
#33605

Catalog #33600



7



Programs of Religious Activities with Youth
11123 S Towne Square, Ste. B
St. Louis, MO 63123
314-845-3318 phone
314-845-0038 fax
800-933-7729

SPC 2/11 4.5M
St. Louis, MO
61019