PRACTICES & IDEAS

YOUTH SABBATH SCHOOL LEADERSHIP TRAINING

Leader's Guide

YOUTHSABBATHSCHOOLIDEAS.ORG

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Leader's Guide

Your name

Prepared by the North American Division Department of Youth & Young Adult Ministries
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INTRODUCTION

Pre-requisites

Commit to the Youth/Children's Ministry Volunteer Code of Conduct. (See document in the back of this booklet)

Overview of Workshops

WORKSHOP 1 – IDEAS

As a Youth Sabbath School leader and teacher, it can feel like Sabbath comes quicker each week, bringing with it the task of providing fresh and engaging content for the youth. The pressure to continually generate new ideas can be overwhelming. This workshop is designed to alleviate that stress by offering valuable resources and materials that will help you rejuvenate your Youth Sabbath School program and keep it vibrant and inspiring for your participants.

HANDOUTS:

- Worksheet – "Here We Go"

WORKSHOP 2 – GIVE

In this workshop, we will explore God's economy, which is centered around the concept of giving. We will delve into how God continually gives, providing the fruits of His Spirit to help us become more like Jesus and the gifts of His Spirit to empower us in our service. Additionally, we will examine the 4 Stages of Giving: Awareness, Doing Something, Giving Regularly, and Initiating Giving.

HANDOUTS

- Worksheet – Questions

WORKSHOP 3 – NON-CONFORMING

It is seldom that an idea will fit your Youth Sabbath School perfectly. In fact, experienced leaders of Youth Sabbath School often anticipate that they will need to modify any new ideas to suit their specific needs. A resource that offers even 10-15% of usable ideas, with potential modifications, is regarded as highly valuable. Occasionally, an idea may seem entirely unsuitable, prompting thoughts such as "That would only work if…", which might inspire you to develop a new concept for your Youth Sabbath School based on someone else's ineffective idea. This workshop provides examples of adapting a skit, Bible reading, and songs. You will explore www.YouthSabbathSchoolIdeas.org to find ways to present a theme creatively in your Youth Sabbath School.

HANDOUTS

- Worksheet – Skit About the Good Samaritan
- Worksheet – Bible Reading
- Worksheet – Singing

WORKSHOP 4 – IDENTITY

Young people are in an ideal place to be transformed into Christlikeness as they form their unique identities during adolescence. Identity is the challenge of adolescence. Who are you? What are you good at doing? Who are your people? In this workshop we will discover how a person figures out or doesn't figure out their identity (who they are) during adolescence. We will also get ideas on how to help our young people find their new identity in a relationship with Christ.

Understanding one's identity is paramount to personal growth and self-awareness. This workshop aims to guide participants through a journey of self-discovery and identity formation. Through various activities and discussions, participants will learn to recognize and articulate the factors that define their unique identities. By the end of the workshop, participants will have a deeper understanding of the complexities of adolescent identity formation and practical tools to help youth cultivate a strong, Christ-centered sense of self.

HANDOUTS

- Worksheet – Intro Activity
- Worksheet – Your Identity
- Worksheet – Kicking Off the Change

WORKSHOP 5 – TEACHABLE

This workshop explores how to discover God's message, respond to it, questions to ask when reading, common types of Bible study, and 10 ways to study the Bible. Additionally, we will delve into the transformative impact that Bible study can have on one's spiritual journey. By engaging in various methods and approaches, participants will gain deeper insights and a more profound understanding of their faith. This workshop aims to equip individuals with practical tools to enrich their spiritual lives and foster a closer relationship with God.

HANDOUTS

- Worksheet – Worksheet Workshop Intro
- Worksheet – Try These Questions
- Worksheet – Just Read
- Worksheet – A single Verse or Phrase
- Worksheet – Memorize
- Worksheet – Light My Way Study
- Worksheet – Literary Context
- Worksheet – Historical or Cultural Context
- Worksheet – Examples of Scripture Comparison
- Worksheet – Examples of Reflective Reading
- Worksheet – Examples of Putting Yourself in the Story

WORKSHOP 6 – EMBARK

In today's culture, we often engage in "instant conversations" with "instant responses" despite not seeing the other person. This can be challenging for those who struggle to communicate without visual or auditory cues. People have different communication styles – auditory, visual, and sensory. How can they connect with God if they can't hear, see, or feel Him? In this module, we'll focus on PRAYER, exploring ways to pray and connect with God that you can teach your teens. Teens will naturally prefer different prayer methods.

HANDOUTS

- Worksheet – How Do You Usually Connect with God
- Worksheet – Help, Thanks, Wow, Others
- Worksheet – Prayer List Ideas by Category
- Worksheet – Examples of Prayers
- Worksheet – Examples of Other People's Prayers
- Worksheet – Examples of Push & Pull
- Worksheet – Examples of Prayer Walks
- Worksheet – Examples of Prayer Rooms
- Worksheet – Examples of Breath Praying
- Worksheet – Listening to God
- Worksheet – Examples of Journaling
- Worksheet – Drawing, Doodling, Jamboard
- Worksheet – Music
- Worksheet – Examples of Popcorn Prayer
- Worksheet – Conversational Prayer

WORKSHOP 1
IDEAS

Description

As a Youth Sabbath School leader and teacher, it can feel like Sabbath comes quicker each week, bringing with it the task of providing fresh and engaging content for the youth. The pressure to continually generate new ideas can be overwhelming. This workshop is designed to alleviate that stress by offering valuable resources and materials that will help you rejuvenate your Youth Sabbath School program and keep it vibrant and inspiring for your participants.

Audience / Participants

All Youth Sabbath School Leaders and their teams will find great value in participating in this workshop.

RESOURCE MATERIALS

- *Spiritual Practices & Ideas – Leader's Guide*. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-leader-41519
- *Spiritual Practices & Ideas – Participant's Guide.* https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-participant-41517
- *A complete curriculum of Youth SS ideas*; pick and choose what's best for you. https://www.YouthSabbathSchoolIdeas.org
- *Momentum Youth Bible Study Series* covers all 28 fundamental beliefs of the Church - https://www.adventsource.org/store/youth-ministries/bible-studies/momentum-youth-bible-study-series-set-of-28-40430
- *Power from the Parables* - https://www.adventsource.org/store/youth-ministries/bible-studies/power-from-the-parables-40949
- *7 booklets about mental health and young people* - https://www.adventsource.org/store/youth-ministries/new-leaders/mental-health-series-set-of-7-40423
- *Come Together: Group-building activities that foster closeness and community* https://www.adventsource.org/store/youth-ministries/leadership/come-together-group-building-activities-that-foster-closeness-and-community-38535

HANDOUTS

- Handouts are included in the Participant's Guide. Topics include:
- Worksheet – "Here We Go"

What Your Participants Will Learn

By the end of this workshop, you will be able to:

1. Understand the value of a curriculum and its resources.
2. Select the Sabbath School curriculum from the resources that are available.
3. Connect with other Youth Sabbath School leaders.
4. Plan a Sabbath School program using the provided resources.

INTRO: "HERE WE GO"

As we begin this Youth Sabbath School Training, we've taken the three words "Here We Go! and used them to set the tone.

HERE (we gather)

WE (our group)

GO (action/participation)

"Here We Go!" symbolizes the dynamic journey you will embark upon, focusing on three core aspects that are crucial for an effective Youth Sabbath School experience:

HERE (we gather) – The place you meet for Youth Sabbath School, and all that goes with that physical reality and the dynamics associated with it.

WE (our group) – The people in your Youth Sabbath School, and the impact they have on each other and the composition of the "group."

GO (action/participation) – The things you do in Youth Sabbath School, and the purposes behind them.

- As a leader, your consistent presence communicates so much!
- If you, the leader, are not there, will there be a Youth Sabbath School?
- Who's missing?
- Who can you recruit/invite to join your group?

LEARNING ACTIVITY – "HERE WE GO"

The participants will complete and answer each of the following questions:

HERE (we gather) – The place you meet for Youth Sabbath School, and all that goes with that physical reality and the dynamics associated with it.

COMPLETE AND ANSWER EACH QUESTION:

1. Think of 5 words to describe your meeting place (like "crammed" or "shared" or "non-existent" or "friendly" or _____.)

2. Consider 3 things the youth can do to make the space their own (like "paint the walls" or "rearrange the furniture" or "take leadership roles" or _____.)

3. Give one example of how the Youth Sabbath School space relates to the rest of the church facility (such as "add-on" or "part of the adult Sabbath School" or "separate" or _____),

4. Give one example of how the Youth Sabbath School relates to the rest of the people in our church (such as "together-and-apart" or "few" or "tight" or _____.)

5. Suggest one thing that you and/or the youth can you do to maximize the use of the Youth Sabbath School meeting place (such as "clean it" or "add music" or "sit in circles instead of rows" or _____.)

WE (our group) – The people in your Youth Sabbath School, and the impact they have on each other and the composition of the "group."

TWO POINTS TO NOTE HERE:

- Who in your group is called "Youth Sabbath School"?
- What makes your Youth Sabbath School "a group"?

WORK THROUGH THE FOLLOWING QUESTIONS:

1. Who in your group is called "Youth Sabbath School"?

   Youth _____

   Adults_____

   Regulars _____

   Occasional Attenders _____

   No longer attending _____

   Other _____

2. What makes your Youth Sabbath School "a group"? Mark your answer(s)

____ Place

____ Time

____ People come

____ Leaders lead

____ Habit or tradition

____ Sense of closeness

____ I wouldn't call it "a group"

____ Other

GO (action/participation) – The things you do in Youth Sabbath School, and the purposes behind them.

What Do You Do for Your Sabbath School? Mark your answer(s)

a. Sit _____

b. Listen _____

c. Watch _____

d. Discuss _____

e. Interact _____

f. Create _____

g. Pray _____

h. Commit _____

i. Food _____

j. Other _____

What Would You Say Are Your "Purpose(s)" for Youth Sabbath School? Write down three purposes.

Purpose #1 _____

Purpose #2 _____

Purpose #3 _____

Following are the Purposes the Seventh-day Adventist Church has developed over the past 150+ years for Sabbath School:

1. Learn (Bible Study for Sabbath School)
2. Community / Fellowship / Group-Building
3. Outreach
4. World Mission
5. Other

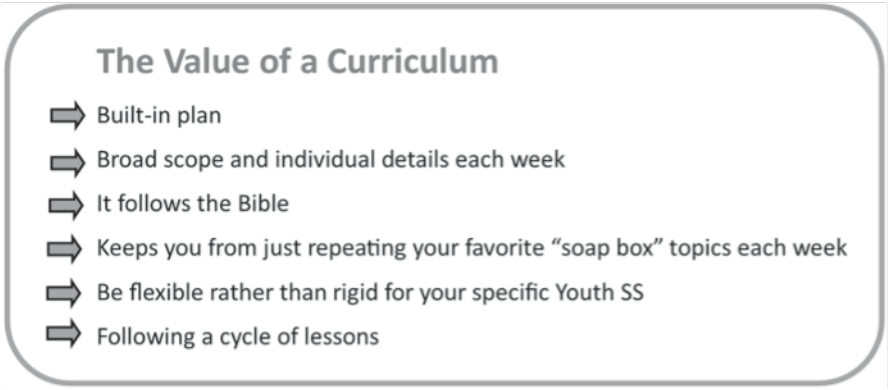
The Value of a Curriculum

Each week, Youth Sabbath School leaders are required to generate ideas for Sabbath School. It can be challenging to come up with new ideas or to avoid repeating preferred topics. Utilizing a curriculum offers a more comprehensive perspective but needs to be adapted to suit the specific group and timing.

Adapting the curriculum for Youth Sabbath School involves several key steps to ensure it fits the specific needs and timing of your group. Here are some detailed insights:

1. **Understand the Group's Needs:** Each group is unique, and understanding their specific needs is crucial. This includes considering the age range, interests, and spiritual maturity of the participants.
2. **Select Relevant Materials:** Utilize the available resources and materials that best suit your group's needs. This can include spiritual practices, Bible study series, mental health booklets, and group-building activities.
3. **Customize Content:** Adapt the curriculum content to make it more engaging and relevant. This can involve modifying activities, discussions, and examples to better resonate with your group.
4. **Incorporate Interactive Elements:** Include interactive elements such as group discussions, hands-on activities, and multimedia presentations to keep the participants engaged.
5. **Plan Ahead:** Use the resources provided to plan your Youth Sabbath School program in advance. This helps in organizing the content and ensuring a smooth flow of activities.
6. **Connect with Other Leaders:** Engage with other Youth Sabbath School leaders through platforms like Facebook to share ideas and get feedback. This can provide new perspectives and enhance your curriculum.
7. **Evaluate and Adjust:** Continuously evaluate the effectiveness of the curriculum and make necessary adjustments based on feedback and observations.

By following these steps, you can effectively adapt the curriculum to create a meaningful and impactful Youth Sabbath School experience.



QUESTION: WHICH DO YOU NEED MORE?

- The resources of materials/ideas/programs
- The resource of people/leaders/doers

FOLLOW-UP QUESTION:

- Where do you get materials/ideas/programs?
- How do you connect with people/leaders/doers?

YouthSabbathSchoolIdeas.org offers several ways to present a topic each week.

LEARNING ACTIVITY

The participants will visit the following link for materials/ideas/programs:

www.YouthSabbathSchoolIdeas.org

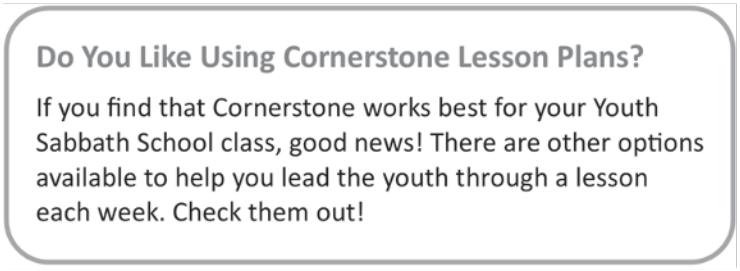
More than you can ever use, so choose what you think is best and then customize it for you and your specific group.

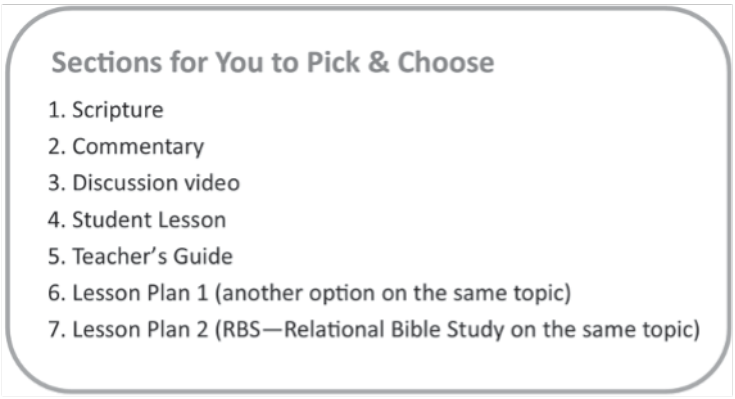
Pick & Choose

Let's plan ahead for next week and see what we can pick and choose.

LEARNING ACTIVITY

1. Let's look online at Youth Sabbath School Ideas: Home
2. Go to the next Sabbath's online materials.
3. Keep this link open on your computer so that you can explore it during this session.





Connecting with People, Leaders, and Doers

Another valuable resource is the network of people involved in the Youth Sabbath School community. Youth Leaders can benefit from interacting with one another through an interactive platform on Facebook. The page, titled "Youth Sabbath School Ideas," serves as a venue for Youth Leaders to post questions, share ideas, and communicate effectively.

It's a valuable platform where Youth Leaders can share resources, discuss various topics, and support each other in their endeavors to guide and inspire the youth. Embrace the opportunity to connect, collaborate, and contribute to the vibrant Youth Sabbath School community.

Besides connecting online, it's important to emphasize the significance of real-life interactions. Organize meetups, workshops, and local gatherings where Youth Leaders can come together to share experiences, challenges, and successes. Personal connections often lead to stronger bonds and more fruitful collaborations, enhancing the overall effectiveness of Youth Sabbath School leadership.

Furthermore, utilizing multimedia resources can greatly enrich the Youth Sabbath School experience. Incorporate videos, music, and interactive activities that resonate with the youth, making the learning process engaging and memorable. Encourage participants to contribute their talents and ideas, fostering a sense of ownership and pride in their Sabbath School.

As you explore these resources, remember that the ultimate goal is to inspire and guide the youth in their spiritual journey. Utilize the power of community and creativity to create a nurturing environment where young people can grow in their faith and develop meaningful relationships.

LEARNING ACTIVITY

- Participants are invited to visit the Facebook page "Youth Sabbath School Ideas"
- Participants are encouraged to review the content available on the page
- Participants are requested to post their thoughts or contributions

Start Planning Your Own Youth Sabbath School for Next Sabbath

Let's apply what we've learned in this workshop! Use the resources that have been presented. Remember, you are not alone; the Holy Spirit is with you, He understands the spiritual needs of young people. Take time to pray, open your heart, mind, and spirit to the will and wisdom of the Holy Spirit. With His help and inspiration, you will be able to accomplish great things!

Remember to use the resources provided previously. In Youth Sabbath School Ideas, each weekly discussion begins with a video that uses illustrations, personal stories, metaphors, or examples of active learning. Following the video, prompts are provided for reflection and sharing with others. Youth are encouraged to think about, relate to, and share the topic with others. The discussion is then anchored by a Bible discussion that reinforces the theme. Finally, a closing video offers a personal invitation to the youth to apply the principles of "Knowing Christ" and "Living in Christ in their daily lives."

LEARNING ACTIVITY

1. Participants will use the information received in this workshop and plan their own Sabbath School for next Sabbath.
2. Participants will visit and explore the website www.YouthSabbathSchoolIdeas.org to create and plan the Sabbath School for your youth.

SUMMARY

With all the resources available, you can select the most suitable ones for your group, knowing that you won't be able to utilize everything—and that's perfectly fine. Additionally, the Facebook page "Youth Sabbath School Ideas" offers a platform to connect with other Youth Sabbath School leaders.

WORKSHOP 2

GIVE

Description

In this workshop, we will explore God's economy, which is centered around the concept of giving. We will delve into how God continually gives, providing the fruits of His Spirit to help us become more like Jesus and the gifts of His Spirit to empower us in our service. Additionally, we will examine the 4 Stages of Giving: Awareness, Doing Something, Giving Regularly, and Initiating Giving.

Audience / Participants

All Youth Sabbath School Leaders and their teams will find great value in participating in this workshop.

RESOURCE MATERIALS

- Spiritual Practices & Ideas – Leader's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-leader-41519
- Spiritual Practices & Ideas – Participant's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-participant-41517

HANDOUTS

- Handouts are included in the Participant's Guide. Topics include:
- Worksheet – Questions

What Your Participants Will Learn

- Know how God's economy works - which is GIVING.
- Discover which stage of giving describes you as you explore the 4 Stages of Giving

GOD'S ECONOMY IS GIVING

LEARNING ACTIVITY

Prayerfully, answer the following three questions:

- What is "one thing" God has given to you?
- What is "one thing" you have given to God?
- What is "one thing" you have given to others?

GOD'S ECONOMY IS GIVING

A gift God has given you: Your testimony

Another gift God has given you: Your service

When Jesus was on earth...

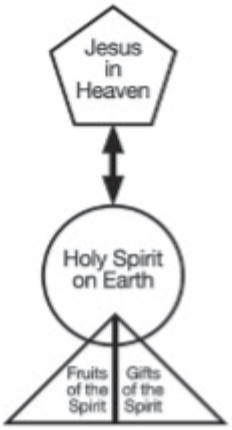
People saw what God was like

People benefited from God's love in action for them, such as:

- Healing
- Forgiving
- Encouraging
- Guiding
- Helping
- Celebrating
- Freeing

When Jesus returned to Heaven, He sent the Holy Spirit so:

- His followers would become more and more like Him in character (fruits of the Spirit)
- Continue to do the same things Jesus did in service to others (gifts of the Spirit)



4 Stages of Giving

In this session you will be able to discover which stage of giving describes you. And does it vary according to what you give to others?

LEARNING ACTIVITY – QUESTIONS

Participants will think about and write down their answers to the following questions:

Are you a "Giver"? _____

What do you give? _____

When do you give? _____

Why do you give? _____

Why do you not give? _____

How often do you give? _____

STAGE 1—AWARENESS

Learn about giving by becoming aware of the need and the possibility of doing something about it. This can be done by following this process:

1. **Engage with Giving:** Experience the act of giving by visiting places or meeting people who are involved in giving or receiving. This can be done by inviting someone to Sabbath School to share their experiences, watching a video of a visit to someone who is homeless, or observing it firsthand. Become aware of the needs and the potential to make a difference, such as providing food for homeless individuals.
2. **Explore Giving:** Discover the essence of giving by interacting with those who give or receive. You can bring someone to Sabbath School to talk about their experiences, watch a video of a visit to someone who is homeless, or witness it in person. Recognize the needs and the opportunities to contribute, like offering food to homeless people.
3. **Learn Through Giving:** Understand the concept of giving by visiting places or meeting people who are engaged in giving or receiving. This can include bringing someone to Sabbath School to share their stories, watching a video of a visit to someone who is homeless, or observing it directly. Become aware of the needs and the possibilities of taking action, such as providing food for homeless individuals.

LEARNING ACTIVITY

Here are some of the things you can do with and for your youth group on a Sabbath:

- Drive by a homeless area
- Walk into a homeless area
- Talk with people in a homeless area
- Have a homeless person share their story during Youth Sabbath School
- Ask someone at church who feeds the homeless to share their experience at Sabbath School

***NOTE:** Please keep in mind safety procedures when doing offsite activities. Parents must approve transportation. Follow minor supervision ratios and obtain church board approval for all offsite activities.*

STAGE 2— DO SOMETHING, ANYTHING, A VARIETY OF THINGS

Move from awareness to action by responding to God's inspiration. Go and do something yourself. Don't just observe the homeless; actually, help them. Engage your youth group in meaningful activities that transform awareness into compassionate action. Become part of a feeding program. Simply visit and talk (and listen) to the homeless. Be part of the food preparation team. Give of your time, treasure, and/or talent. Stage 2 is just doing something, even if it's a one-time thing.

Here are a few ideas to get started:

- Organize a clothing drive and distribute the collected items to those in need.
- Partner with local shelters to provide essential supplies and support.
- Host a community clean-up event in areas where homeless individuals reside.
- Create care packages with toiletries, clothing, and non-perishable food items to hand out during visits.
- Set up a mobile shower unit in collaboration with organizations that provide sanitation services to the homeless.

These activities not only help those in need but also foster a sense of community and unity within your youth group. Encourage participants to reflect on their experiences and share their thoughts with the group, deepening their understanding of the social issues at hand and inspiring further action.

By actively participating in these initiatives, the youth group members will not only gain a deeper understanding of the struggles faced by the homeless but also develop empathy and a genuine desire to make a positive impact in their community. Encourage the youth to document their experiences and reflections through journals or group discussions, creating a space for continuous learning and growth.

This is one of the most important ways to discover your spiritual gifts. God empowers you and you experience God flowing through you in the process. When you do something to give, it also tends to increase your awareness of other's needs.

LEARNING ACTIVITY

Once you have become aware of the need/opportunity, take action. For example, below are some things you can do with your youth group in your community.

- Include some of the activities below in your Sabbath School planning.
- Remember to send these activity lists to your church Board for approval.
- Bring food to people who are homeless
- Deliver the food or eat with them
- Prepare and deliver food
- Buy food

- Provide more than one meal
- Take a homeless person to a fast-food place and pay for their meal
- Give of your Time, Treasure, and/or Talent

STAGE 3— GIVE ON A REGULAR BASIS

Giving on a regular basis nurtures a sense of sustained compassion and continuous engagement with the community. It allows you to build relationships and understand the deeper, ongoing needs of those you serve. Move from a one-time experience to a way of life. As you become more aware of needs and respond to them, you may feel the flow of God's Holy Spirit through you to others. This is an important part of living out the Christian life. Expect that different people will have different spiritual gifts, and that they will engage regularly in the areas of their gifts after a few tries. As this becomes part of your lifestyle, you may do it more regularly and talk about it with others. In fact, you may do it even without the need for recognition!

GIVE SYSTEMATICALLY OR FOR MORE THAN JUST ONE TIME

EXAMPLE:

- Join the team that takes food to the homeless each month
- Do it more than once
- Be a regular donor to the food bank
- Be on the lookout to serve again
- Talk and take action as part of your lifestyle
- Do it for more than just getting credit for community service hours

STAGE 4— INITIATE GIVING

You begin to take initiative. You start giving independently, inspired and guided by God's gifts and the needs He brings to your attention. You will lead by example and act independently. Others may find your actions excessive or unusual, especially if they don't understand God's economy or share your gifts. You see Jesus in those you serve, and they see Jesus in you.

INITIATE ACTION WHEN YOU SEE A NEED RATHER THAN WAITING FOR OTHERS TO ACT FIRST.

EXAMPLE:

- Give your own food to someone else, or start a feeding program
- Invite others to join you in responding to the need(s) you see
- This becomes your lifestyle. You're moved by the things that move Jesus.

A FEW MORE TIPS ABOUT GIVING/SERVING

- Sometimes you can simply join what others are doing instead of duplicating services
- Sometimes you may need to start your own ministry of service/giving
- Ask, "What are the systemic issues"—the hungry will be hungry again tomorrow, so why are they hungry, homeless, and sometimes helpless? What systems help them, and which ones hurt them or do nothing for them? What are attitudes, actions, policies, and prejudices that are at work?

- Receive (from God and others) so that you can give
- You may be stage 4 in one area and stage 1 in another area
- Jesus remains our example, motivation, and goal
- Matthew 25—Where do you see Jesus?

To inspire others to understand God's economy, you can emphasize the importance of giving and how it reflects God's love and generosity. Share personal stories and examples of how giving has impacted your life and the lives of others. Encourage them to participate in activities that involve giving, such as volunteering, donating, or organizing community events. Highlight the spiritual growth and fulfillment that comes from giving and serving others. By demonstrating the positive effects of giving and creating opportunities for others to experience it firsthand, you can inspire them to embrace God's economy of giving.

SUMMARY

God's economy is centered on GIVING. This concept emphasizes that God's generosity is boundless and continues to flow into our lives:

- Fruits of the Spirit—helping us to become like Jesus in character
- Gifts of the Spirit—continuing the service to others as Jesus did

4 STAGES OF GIVING

1. Awareness > 2. Do Something > 3. Give on a Regular Basis > 4. Initiate Giving

Each stage of giving builds upon the previous, creating a deeper and more meaningful connection with God's economy. Awareness is the first step, where individuals recognize the need and the blessings that come from giving. This leads to taking action, doing something tangible to make a difference. As people experience the joy and fulfillment of giving, they begin to give regularly, integrating it into their lifestyle. The final stage is initiating giving, where individuals not only give consistently but also inspire and lead others to do the same.

WORKSHOP 3
NON-CONFORMING

Description

It is seldom that an idea will fit your Youth Sabbath School perfectly. In fact, experienced leaders of Youth Sabbath School often anticipate that they will need to modify any new ideas to suit their specific needs. A resource that offers even 10-15% of usable ideas, with potential modifications, is regarded as highly valuable. Occasionally, an idea may seem entirely unsuitable, prompting thoughts such as "That would only work if…", which might inspire you to develop a new concept for your Youth Sabbath School based on someone else's ineffective idea. This workshop provides examples of adapting a skit, Bible reading, and songs. You will explore www.YouthSabbathSchoolIdeas.org to find ways to present a theme creatively in your Youth Sabbath School.

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- https://www.youthsabbathschoolideas.org/
- More Tips for Youth Leaders, 2020, Steve Case. AdventSource

HANDOUTS

- Worksheet – Skit About the Good Samaritan
- Worksheet – Bible Reading
- Worksheet – Singing

What Your Participants Will Learn

- Find ideas for adapting the Youth Sabbath School curriculum to your youth group.
- Explore the resources for a Youth Sabbath School and practice making adaptations that are relevant to your Sabbath school.

ADAPTING AN IDEA

Here are some reasons why a Youth Sabbath School idea may not be a good fit for your group and may require some adjustment on your part:

- The idea may originate from someone unfamiliar with the specifics and dynamics of your Youth Sabbath School.
- The topic may not resonate with the interests, concerns, or curiosities of your group members.
- The recommendations may be designed for a significantly larger group, perhaps thirty participants, whereas your group consists of only a few individuals.
- The space available for your activities might be limited or unsuitable for the suggested idea.
- The financial cost of executing the idea may exceed your available budget.
- There might be an implicit expectation that the youth will engage easily in discussions, which may not reflect the reality of your group.
- The idea might focus heavily on activities and lack substantial content related to the Bible or God.
- The concept may be effective for another leader but not align with your style or approach.
- The resource could stem from a different denomination and contain theological inaccuracies that conflict with your teachings.
- Other potential issues may arise, making the idea impractical or less effective for your group.

CONSIDERING ADAPTATIONS

Experienced Youth Sabbath School leaders estimate that no more than 10-15% of the ideas they receive require no adaptation. This is why they are prepared to modify every idea that comes their way. When adapting these ideas, consider the unique dynamics, interests, and needs of your group.

For instance, a skit based on the Good Samaritan might be recommended for larger groups, but with a bit of creativity, it can be scaled down to fit smaller gatherings. The space constraint can be addressed by simplifying the setting or using versatile props. Budgetary concerns can be managed by utilizing inexpensive materials or seeking donations.

It's also essential to ensure that the activity engages the youth effectively. This might involve incorporating interactive elements or discussions that resonate with their real-life experiences. Additionally, aligning the activity with biblical teachings and your theological perspectives is crucial to maintain its relevance and accuracy.

THREE EXAMPLES AND IDEAS

Following, you will find three examples of ideas suggested for a Youth Sabbath School. Most likely, none of these will work for your Youth Sabbath School unless you adapt them. If you think an idea has value, what can you do to adapt it?

Adapting ideas for Youth Sabbath School can be a challenging but rewarding task. The key is to consider the unique characteristics and needs of your group. Here are some tips and examples on how to adapt the suggested activities:

Skit about the Good Samaritan

- **Scale the Activity:** For smaller groups, simplify the setting by using fewer props or creating a compact stage area. Encourage participants to play multiple roles or use versatile props to represent different characters.
- **Engage Participants:** Add interactive elements like group discussions or Q&A sessions after the skit. Ask participants to share their thoughts on the story's morals and how it applies to their lives.
- **Align with Teachings:** Ensure the skit's script aligns with biblical teachings and your Adventist theological perspectives. This might involve tweaking the dialogue or adding scriptural references that reinforce key messages.

LEARNING ACTIVITY – SKIT ABOUT THE GOOD SAMARITAN

In this activity, participants will read the instructions and write their thoughts.

Remember, another Youth Sabbath School or another leader will probably make different adjustments than you. Wouldn't you expect that? OK, let's try to adapt some of these ideas for your Youth Sabbath School.

- You will need ten people to do this skit: Jesus, lawyer, two robbers, Jewish victim, priest, Levite, Samaritan, donkey, innkeeper.
- Each person acts out the part as you read it, encouraging them to add their own unique interpretation to their actions.
- You can do this impromptu - no rehearsal necessary.
- Follow up with a discussion. After the skit is performed, gather the participants for a thoughtful discussion about the experience. Encourage each person to share their feelings and thoughts about playing their role and reflect on the moral lessons of the story. Discuss how the actions of the Good Samaritan inspire them and what they can do in their own lives to help others in need. This will deepen their understanding and personal connection to the teachings of the story.

HERE ARE SOME STEPS TO ENSURE THE SKIT IS ENGAGING AND EFFECTIVE:

- Have each participant read their character's script individually. This ensures they understand their role and can inject their personal flair into their performance.
- Encourage improvisation during the skit. This helps the participants to connect more deeply with their characters and the story.
- Conduct a rehearsal before the actual Youth Sabbath School session. This allows for feedback and adjustments, ensuring everyone is comfortable with their roles.
- Follow up with a discussion post-performance. Ask each participant to share their experience of playing their role and to reflect on how they would personally respond in similar situations.

SOME ADAPTATION IDEAS

- If the group is smaller than ten, consider dropping or combining roles. For instance, one person can play multiple key roles like the priest, the Levite, and the Good Samaritan, showcasing different responses to the same situation.

- If you need more actors, involve people from other Sabbath School groups. This fosters collaboration and brings fresh energy to the performance.
- Perform the skit for younger Sabbath School divisions. This not only provides them with a visual and interactive way to learn the story but also gives the performers an opportunity to refine their acting skills.
- By implementing these strategies, you can make the skit about the Good Samaritan a memorable and impactful learning experience for your Youth Sabbath School participants.

Your adaptations: _____
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Bible Reading

Bible reading can sometimes be boring for young people, so it is important to make this activity as simple and interesting as possible. This requires creativity!

- **Make it Interesting:** Use creative methods to make Bible reading more engaging, such as dramatizing passages, using visual aids like illustrations or videos, or incorporating technology like Bible apps.
- **Interactive Discussions:** Pair the reading with interactive discussions. Ask open-ended questions that encourage participants to think deeply about the text and relate it to their experiences.
- **Group Activities:** Plan group activities that complement the reading, such as reenacting scenes, creating artwork inspired by the passages, or writing reflections on how the text impacts their faith journey.

LEARNING ACTIVITY – BIBLE READING

- Participants will read and write down their thoughts on how they would like to adapt this activity for their Youth Sabbath School.
- During Youth Sabbath School, read aloud the most famous sermon Jesus ever preached: The Sermon on the Mount (Matthew 5-7).

ADAPTATION IDEAS

- Make it your curriculum for several weeks instead of just one session—there's a LOT in these three chapters! Breaking the Sermon on the Mount into manageable sections and exploring each in-depth will allow participants to delve deeper into the teachings of Jesus and understand their relevance to their lives.

- Instead of one person reading, rotate after each verse—Having different participants read aloud can create a more dynamic and engaging environment. It also encourages active participation and helps everyone feel involved in the learning process.
- Compare different translations, one passage at a time—Exploring various translations of the Bible can provide a broader understanding of the text. Discussions can focus on how different wordings affect the interpretation and application of Jesus' teachings.
- Make a group list under two headings: "What We Do" and What We Don't Do" and have participants match each statement they read to the appropriate list. This activity challenges participants to apply the teachings of the Sermon on the Mount to their own lives. By categorizing actions and attitudes, they can better reflect on their behavior and strive to align more closely with the principles Jesus outlined.
- Work individually and then in groups to write a paraphrase of each verse, beginning with the Beatitudes (Matthew 5:3-12)—Paraphrasing encourages participants to express the teachings in their own words. This can lead to a deeper understanding and personal connection to the text. Sharing these paraphrases in groups fosters collaborative learning and diverse perspectives.
- Set up for artistic expression (painting, sculpting, scribbling, drawing) as participants listen to the reading and give their artistic response(s). Incorporating art allows for creative expression and can make the Bible reading experience more engaging for young people. Artistic activities can help them visualize and interpret the messages in a personal and impactful way.

Your adaptations: _____
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Singing

Singing serves as an effective means of spiritual connection, fostering unity and devotion through group praise. It is essential to make this activity engaging and interactive. While it is true that some young people may not enjoy singing, they often still appreciate listening to music. Begin by asking your group of youth which songs they would like to include in their Sabbath School program. This ensures that their preferences are considered, making the experience more enjoyable for everyone.

Once you have identified the songs, prepare them for the upcoming Sabbath School session. Consider appointing a music leader or team to conduct the singing sessions, ensuring they are vibrant and harmonious. If a music leader is unavailable, consider playing recorded songs or inviting participants to share their favorite worship tracks.

Moreover, this musical activity provides an opportunity to introduce new songs with meaningful messages. Supply the lyrics and encourage participants to contemplate the words and their significance. This approach aims to create a profound and memorable worship experience, resonating with the youth and facilitating a deeper connection with their faith.

LEARNING ACTIVITY – SINGING

Participants will read the adaptation ideas and write down their thoughts on how they would like to adapt this activity for their Youth Sabbath School.

Spend 10-12 minutes singing the following songs:

- Power in the Blood,
- Lord, I Lift Your Name on High,
- Oceans
- You Are My Hiding Place.

ADAPTATION IDEAS

If you have a music leader or music team, these may not be the songs they would choose. It's essential to ensure that the selected songs resonate with the youth, fostering a more engaging and meaningful experience. Discuss with your music leader or team to identify songs that will better connect with the participants.

You may not be singing because the youth in your Sabbath School do not sing, and perhaps there is no one to lead the singing (yet). In such cases, consider alternative methods to incorporate music into the session. Playing recorded versions of selected songs can create a soothing and worshipful atmosphere, allowing participants to reflect on the lyrics and their messages without feeling pressured to sing.

Play music and provide snacks so people can listen without feeling awkward about not singing. Creating a relaxed environment where youth can enjoy music while socializing can enhance their connection to the spiritual themes of the songs.

Invite a choir to join you and sit in the middle of your group so they can carry the music, and others can join in unobtrusively if they choose. The presence of a choir can inspire the youth to participate more willingly, as they feel supported by the group's collective voices.

Make it karaoke and have the youth join in the singing. Karaoke can be a fun and interactive way to engage the youth, encouraging them to express themselves through song in a more informal setting.

Turn the entire Youth Sabbath School into a band, even if the instruments are simple rhythm instruments or kazoos and have a "band practice." This approach can make the activity more dynamic and hands-on, allowing participants to explore their musical talents and contribute to the worship experience in a unique and creative way.

YOUR ADAPTATIONS:

_____

_____

_____

_____

_____

_____

Making Adaptations!

In this lesson, you will practice the ideas you learned about adapting different activities. Let us go to the Seventh-day Adventist Youth Sabbath School Ideas website and adapt some of these ideas to fit your specific Youth Sabbath School. www.YouthSabbathSchoolIdeas.org Visit and explore the various suggestions provided for different Sabbath School activities. You may find inspiration in skits, Bible readings, and singing exercises, each tailored to engage the youth in meaningful ways.

Consider adjusting each idea to fit your Youth Sabbath School group's needs and preferences. Think about the age range, cultural background, and personal interests of the participants as you select and modify the activities.

Engage with your youth by asking them which ideas resonate most with them and involve them in the adaptation process. This collaborative approach ensures that the activities will be more impactful and enjoyable for everyone involved.

Adaptations could include simplifying language for younger participants, incorporating local traditions, or using multimedia tools to enhance the learning experience. By carefully designing each activity, an environment is created where young individuals feel appreciated and engaged with the spiritual lessons being imparted.

Remember, the key to a successful Youth Sabbath School lies in the flexibility and creativity in adapting resources to fit your group. Embrace the opportunity to make each session unique and relevant to your youth.

The success of a Youth Sabbath School depends on the ability to adapt resources appropriately for the group.

LEARNING ACTIVITY – YOUTH SABBATH SCHOOL IDEAS

Participants will visit www.YouthSabbathSchoolIdeas.org. They will explore past and upcoming ideas for Sabbath School.

Participants will discuss which ideas stood out to them and how to adapt these ideas for Youth Sabbath School.

SUMMARY

Do not expect a Youth Sabbath School resource to fit you or your Youth Sabbath School exactly. Rather, adapt Youth Sabbath School resources to fit your needs.

Examples include modifying a skit, a Bible reading, and singing.

Visit https://www.youthsabbathschoolideas.org/ for multiple presentation methods that will also require adaptation.

Creativity allows you to tailor resources uniquely for your Youth Sabbath School. Allow God to do something unique through you.

WORKSHOP 4
INDENTITY

Description

Young people are in an ideal place to be transformed into Christlikeness as they form their unique identities during adolescence. Identity is the challenge of adolescence. Who are you? What are you good at doing? Who are your people? In this workshop we will discover how a person figures out or doesn't figure out their identity (who they are) during adolescence. We will also get ideas on how to help our young people find their new identity in a relationship with Christ.

Understanding one's identity is paramount to personal growth and self-awareness. This workshop aims to guide participants through a journey of self-discovery and identity formation. Through various activities and discussions, participants will learn to recognize and articulate the factors that define their unique identities. By the end of the workshop, participants will have a deeper understanding of the complexities of adolescent identity formation and practical tools to help youth cultivate a strong, Christ-centered sense of self.

Audience / Participants

All Youth Sabbath School Leaders and their teams will find great value in participating in this workshop.

RESOURCE MATERIALS

- Spiritual Practices & Ideas – Leader's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-leader-41519
- Spiritual Practices & Ideas – Participant's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-participant-41517
- Erikson's stages of psychosocial development - Wikipedia
- james marcia 4 stages - Search Videos (bing.com)

HANDOUTS

- Handouts are included in the Participant's Guide. Topics include:
- Worksheet – Intro Activity
- Worksheet – Your Identity
- Worksheet – Kicking Off the Change

What Your Participants Will Learn

- They will discover their true self and purpose.
- They will grasp the concept of identity and its origins.
- They will learn how the physical (hormonal) changes affect the whole person and therefore identity.
- They will Identify ways to help their teens develop their new identity.

WHO ARE YOU? WHAT DO YOU DO?

INTRO ACTIVITY

Youth leaders can play this game with their youth group.

1. **Circle** the words that describe you.
2. **Add** your own words that describe you.
3. **Cross** out the words that DON'T describe you.
4. **Leave** the others blank.

OPTIONS:

1. Instruct participants to either stand or sit, depending on each word that describes them.
2. Provide these descriptions on a printed sheet and ask participants to circle those that are applicable and cross out those that are not.
3. Encourage participants to add their own descriptive words and leave the others blank.

Tall	Bully	Lonely
Smart	Religious	Certain
Muscular	Skinny	Fun
Dark Hair	Teacher's Pet	Kind
Confident	Angry	Organized
Only Child	Talkative	Artistic
Rich	Loyal	Helpful
Friendly	Godly	Troublemaker
Nerdy	Mechanical	Slow
Popular	Athletic	Musical
Shy	Skeptical	

If you lived in North America when Ellen G. White lived, you would probably be one of the 90% who were farmers. If you were a man, you would work in the fields most days, waking up early to plow, sow, and harvest, and endure long hours of labor under the sun. If you were a woman, you would help prepare food, clean the house, and take care of the children, especially the younger

ones. Your days would be filled with cooking, sewing, and other domestic chores while also assisting in lighter farm activities like milking cows and collecting eggs. Both men and women would depend heavily on each other, working tirelessly to ensure the farm's productivity and survival through the changing seasons.

WHO ARE YOU?

- Son of John (Johnson) or Peter (Peterson)
- I am John and Harriet's daughter.

WHAT DO YOU DO?

- Plant in the Spring, harvest in the Fall, and repair farm equipment in the Winter.
- Help my mom with chores.

In those days, education was not easily accessible to everyone. Going to school, even elementary school, was often not part of your daily routine, as the demands of farm life took precedence over formal education. Most children had little time for school, except perhaps during the winter months or brief periods between planting and harvesting seasons. Today, less than 1% of the North American population are farmers, and almost all children go to school. The answers to these two questions are more diverse today.

WHO ARE YOU?

- A student
- I have a mom, but I haven't seen my dad for years.
- I want to be a physical therapist.
- I want to make a lot of money.
- I am a musician.
- I plan to finish college, get a good job, and then get married and have kids.
- It has changed since yesterday.

WHAT DO YOU DO?

- Go to school most of the time.
- Hang out with my friends.
- Play soccer.
- Spend as much time as possible on social media.
- Play video games.
- School, sports, music, student government, Advanced Placement College classes, ballet, and church
- Lots of YouTube
- I am becoming an "influencer"

Your Identity

According to Wikipedia, "Identity is the set of qualities, beliefs, personality traits, appearance, and/or expressions that distinguish a person or group.

Identity begins to emerge in childhood as children begin to understand how they see themselves and remain consistent throughout different stages of life. Identities are shaped by social and cultural factors and how others perceive and recognize your attributes.

As children grow, they start to recognize themselves as separate individuals. This recognition is influenced by their interactions with family, friends, and the broader community. Identity serves multiple functions, acting as a "self-regulatory structure" that provides meaning, direction, and a sense of self-control. It promotes inner harmony and serves as a behavioral compass, enabling individuals to look to the future and set long-term goals. The formation of identity is an active process, involving continuous reflection and adaptation. It profoundly influences an individual's ability to adapt to life's events and achieve a state of well-being. However, identity originates from characteristics or attributes over which individuals may have little or no control, such as their family background or ethnicity. These inherent traits form the foundation upon which individuals build their unique identities.https://en.wikipedia.org/wiki/Identity_(social_science)

Psychologist Erik Erikson presented eight stages of development throughout the human lifespan, from birth to death. Most of these stages occur early in life. These stages include:

- Infancy: Trust vs. Mistrust
- Early Childhood: Autonomy vs. Shame and Doubt
- Preschool Age: Initiative vs. Guilt
- School Age: Industry vs. Inferiority
- Adolescence: Identity vs. Role Confusion
- Young Adulthood: Intimacy vs. Isolation
- Middle Adulthood: Generativity vs. Stagnation
- Maturity: Integrity vs. Despair

Identity development involves navigating psychosocial challenges, especially in early life. Adolescents face identity vs. role confusion, exploring roles to form a stable self-concept. Understanding this process helps explain human behavior and interactions, influencing choices and actions.

LEARNING ACTIVITY – YOUR IDENTITY

Participants will read and recognize important details.

In 1968, social psychologist Erik Erikson presented eight stages of life, from birth to death. Most of these stages occur in the early part of life. Each stage faced a crisis, and people would go one way or the other because of what they experienced and how they dealt with that crisis. For example, the first crisis occurs in the first year of life, and an infant learns either to trust or to mistrust, primarily based on the baby's interaction with its mother. If the infant could count on the mother, the infant would tend to trust for the rest of his or her life. If not, the infant would have a tendency not to trust for the rest of his or her life. This has major implications for future relationships, including a person's relationship with God – to trust or not to trust.

Erikson's fifth stage takes place during the teenage years. The crisis was about identity - either you figure out who you are - "identity achievement" - or you change your identity to fit in wherever you are - "identity diffusion". When you think about "peer pressure," it happens when a person gives in to the identity that others want them to have, rather than being true to who they

are. But if you're not sure of your identity, you're much more likely to give in to peer pressure. Erikson suggested that accomplishments could anchor a person's identity - am I athletic, smart, attractive, musical, mechanical, funny, rebellious, religious, naughty, ugly, a failure? - it might take time as a person tries out different identities. After Erikson established identity as an adolescent crisis, others indicated that some find their identity by "achieving" something (often a male perspective), while others could find their identity through "relationships" (often a female perspective). The "task" during adolescence was to reach the first outcome or else be hampered with the second outcome:

LEARNING ACTIVITY

Participants will visit the following links, and watch videos for more information and

understanding on this topic: 8 Stages of Development by Erik Erikson (youtube.com)

James Marcia's Ego Identity Statuses Explained - YouTube

Kicking Off the Change

Puberty often triggers crises in children who seem to be doing well. This phase involves hormonal changes that affect physical, emotional, social, mental, and even the spiritual. Puberty creates changes in a person's hormones that will last for years. In addition to the need to come to terms with one's sexuality, secondary changes include other physical changes such as a growth spurt and changes in body shape, voice changes, and even weight and skin oiliness.

In summary, puberty is a complex and transformative period that affects every aspect of an adolescent's life. The physical, emotional, social, mental, and spiritual changes are profound and can lead to crises if not managed properly. Understanding the impact of puberty and providing the necessary support can help adolescents navigate this challenging phase and emerge with a stronger sense of identity and self-worth.

You can expect that many of the adolescents in your Youth Sabbath School are in the middle of it, working it out.

LEARNING ACTIVITY – KICKING OFF THE CHANGE

1. Participants will read the following information and highlight the information that catches their attention.
2. They will prayerfully reflect on what they have learned so far and consider ways to initiate change.

KICKING OFF THE CHANGE

You may remember the time in your life when you went through puberty. Some say the only other comparisons in terms of dramatic changes in a person's life are birth and death. The difference with entering puberty is that you're fully conscious and aware that a dramatic change is taking place. But that doesn't mean you're ready for it!

Is this the moment when a "girl" becomes a "woman" or a "boy" becomes a "man"? Well, sort of, but not exactly. It means that you begin a new search, and who knows how long that will take or what paths you will take?

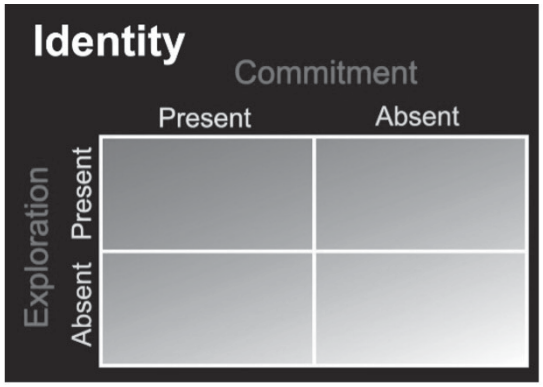
This has implications for a young person's spiritual life. As their identity changes, their spiritual identity may come into question. A "good little boy" may become a rebellious and angry teenager. On the other hand, someone who previously had little interest in God may become more open to a different perspective.

After Erickson, psychologist James Marcia expanded the possible responses to the adolescent identity crisis. Instead of two boxes, he presented four choices. Keep in mind that it takes time (adolescence) to "work through" this. You can expect that many of the adolescents in your Youth Sabbath School are in the middle of it, working it out, possibly moving from one category to another at any given time.

The upper left and lower right boxes are Erikson's. But Marcia added two more boxes - the top right (identity moratorium) and the bottom left (identity foreclosure). Here's a brief description of each of these four boxes about "identity."

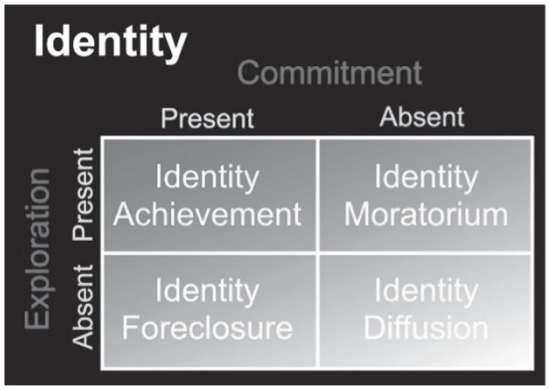
1. **Achievement** – I know who I am.
2. **Moratorium** – I need some time to find out who I am.
3. **Foreclosure** – I am the person authority figures (parents and other adults) want me to be.
4. **Diffusion** – I don't know who I am, so I change to fit in

Perhaps these four boxes need some descriptive categories. Moving from left to right is "commitment" which goes from commitment being present to commitment being absent. Moving from top to bottom is "exploration" which goes from exploration being present to exploration being absent.



Do you know where to put each of the four types of identities? Let's list them again and put the appropriate descriptors with each one.

1. **Achievement**—Commitment present; Exploration present
2. **Moratorium**— Commitment absent; Exploration present
3. **Foreclosure**— Commitment present; Exploration absent
4. **Diffusion**— Commitment absent; Exploration absent



Keep in mind that it takes time to "work through" adolescence. You can expect that many of the adolescents in your Youth Sabbath School are in the middle of it, working it out, possibly moving from one category to another at any given time.

What Difference Does This Make?

LEARNING ACTIVITY

1. Participants will apply the knowledge gained from the previous activity by prayerfully reading the following statements:
    - Identify which youth are in each identity category in Youth Sabbath School.
    - Most adolescents typically don't achieve identity quickly.
    - Expect identity changes during and after events like vacations.
    - Allow youth time for exploration (moratorium).
    - Adolescents with identity diffusion integrate well but rarely assert their opinions.
    - Adults appreciate adolescents with identity foreclosure as they reflect adult values.
    - Teens with "identity foreclosure" may experience an identity crisis in their 20s or 30s.
    - Both commitment and exploration are essential.
    - Youth Sabbath School participants need to explore to internalize beliefs.

2. Participants will use their notepad, iPad, cell phone, or whatever device they choose to write down their thoughts as they think about the youth in their group.

Helping Youth Build Their Identity

When guiding adolescents through their identity formation, it is crucial to draw from their past experiences. Reflecting on their history allows them to understand the components that have shaped who they are today. Some of these elements will remain constant, while others will evolve over time. Present-day experiences are equally important. This is the stage where they actively define and refine their identity, shedding light on their current values, beliefs, and perceptions. By acknowledging their present self, they can build a stronger and more coherent sense of identity.

Acceptance is a key factor in this journey. Turning to God for acceptance offers a unique form of support, as God's love and acceptance are unwavering despite the changing nature of human identities. This divine constancy provides a solid foundation upon which youth can build their evolving sense of self. Finally, embracing the Creator God as the ultimate guide in the identity creation process empowers adolescents to navigate their transformation with faith and confidence. Through spiritual connection, they can envisage and create the next phase of their identity, grounded in divine wisdom and love.

LEARNING ACTIVITY

Homework – Participants will undertake the following activities in their Youth Sabbath School:

1. Assign different youth to take responsibility for various parts of the program.
2. Make Youth Sabbath School a safe and welcoming place for open communication (one comment could alter next week's session)
3. Anticipate change.
4. Promote growth.
5. Trust in God due to the unpredictability of the future
6. Include testimonies from former youth participants.
7. Include testimonies from current youth participants.
8. After Sabbath School, write about the events of the sharing session. Pray for each member of the youth group throughout the week.

SUMMARY

1. Adolescence involves figuring out identity: Who are you? What are your strengths? Who are your people?
2. Erik Erikson observed that adolescents either achieve identity (knowing who they are) or experience identity diffusion (adapting to their surroundings under peer pressure).
3. James Marcia described four ways of dealing with identity:
    - **Achievement**—I know who I am.
    - **Moratorium**—I need time to figure out who I am.
    - **Foreclosure**—I am what authority figures want me to be (parents and other adults)
    - **Diffusion**—I change to fit in because I don't know who I am.

This is not just a psychological exercise; it has significant spiritual ramifications. Young people are in a prime position to be shaped into Christlikeness as their unique identity.

Consider these different translations of a familiar verse in 2 Corinthians 5:17, which has a direct application to our topic on identity:

2 CORINTHIANS 5:17

"Therefore, if anyone is in Christ, he is a new creation; old things have passed away; behold, all things have become new." NKJV

"Therefore, if anyone is in Christ, the new creation has come. The old has gone, the new is here!" NIV

"This means that anyone who belongs to Christ has become a new person. The old life is gone; a new life has begun." NLT

"Anyone who is joined to Christ is a new being; the old is gone, the new has come." GNT

"If anyone belongs to Christ, there is a new creation. The old things have gone; everything is made new!" NCV

WORKSHOP 5
TEACHABLE

Description

This workshop explores how to discover God's message, respond to it, questions to ask when reading, common types of Bible study, and 10 ways to study the Bible. Additionally, we will delve into the transformative impact that Bible study can have on one's spiritual journey. By engaging in various methods and approaches, participants will gain deeper insights and a more profound understanding of their faith. This workshop aims to equip individuals with practical tools to enrich their spiritual lives and foster a closer relationship with God.

Audience / Participants

All Youth Sabbath School Leaders and their teams will find great value in participating in this workshop.

RESOURCE MATERIALS

- Spiritual Practices & Ideas – Leader's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-leader-41519
- Spiritual Practices & Ideas – Participant's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-participant-41517
- Youth Sabbath School Ideas: Home

HANDOUTS

- Handouts are included in the Participant's Guide. Topics include:
- Worksheet – Worksheet Workshop Intro
- Worksheet – Try These Questions
- Worksheet – Just Read
- Worksheet – A single Verse or Phrase
- Worksheet – Memorize
- Worksheet – Light My Way Study
- Worksheet – Literary Context
- Worksheet – Historical or Cultural Context
- Worksheet – Examples of Scripture Comparison
- Worksheet – Examples of Reflective Reading
- Worksheet – Examples of Putting Yourself in the Story

What Your Participants Will Learn

Participants will delve into the foundational aspects of Bible study, starting with essential questions that help them discern God's voice within the scriptures. This section will empower them to engage more deeply with biblical texts by exploring specific inquiry techniques.

Moreover, participants will explore ten innovative ways to study the Bible. These methods aim to make the experience more meaningful and personal, ensuring that every individual can find an approach that resonates with their spiritual journey. This will include practical exercises and activities designed to enhance their understanding and connection with the scriptures.

INTRO ACTIVITY – WORKSHEET, WORKSHOP INTRO

Participants will respond to the 5 statements below:

- Mark an "X" by the statement you agree with the most.
- Mark a "√ "by the statement you agree with the least.
- Mark a "+" by the statement you would like to change.

____ The Bible is God's word to us.

____ The Bible is the most important book in the world.

____ I read my Bible every day.

____ I understand most things in the Bible.

____ I can teach others how to read the Bible.

Prioritize the following 5 statements from 1 (most important) to 5 (least important) regarding the significance of reading the Bible:

____ Be familiar with the entire Bible.

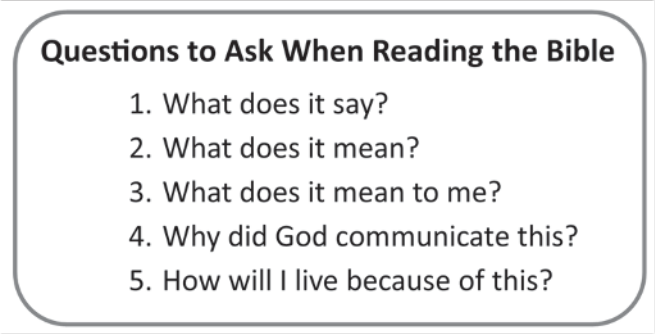
____ The translation needs to be clear.

____ Have a teachable mind.

____ The Holy Spirit needs to be present.

____ You need someone else to explain the Bible to you.

QUESTIONS TO ASK WHEN READING THE BIBLE



LET'S TRY IT WITH A FEW VERSES FROM THE BIBLE

LEARNING ACTIVITY – WORKSHEET, TRY THESE QUESTIONS

Participants are required to read the following Bible verses and reflect on these questions:

- "Moses said to God, 'Who am I that I should go to Pharaoh and bring the Israelites out of Egypt?' And God said, 'I will be with you.'" Exodus 3:11-12 NIV
  - What does it say?
  - What does it mean?
  - What does it mean to me?
  - Why did God communicate this?
  - How will I live because of this?
- "Therefore, whatever you want men to do to you, do also to them, for this is the Law and the Prophets." Matthew 7:12 NKJV
  - What does it say?
  - What does it mean?
  - What does it mean to me?
  - Why did God communicate this?
  - How will I live because of this?
- "God is love." 1 John 4:8
  - What does it say?
  - What does it mean?
  - What does it mean to me?
  - Why did God communicate this?
  - How will I live because of this?

LEARNING ACTIVITY – MOST COMMON TYPE OF "BIBLE STUDY"

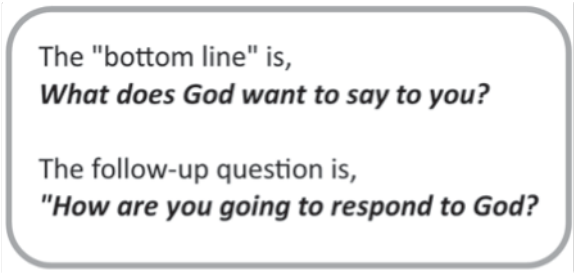
Participants read the following questions and consider what they believe to be the most prevalent form of "Bible study". Which method do they find more accessible (easier)?

- Read a verse or phrase from the Bible and comment on it.
- Gather several Bible passages on a particular topic.
- Read something from the Bible and then meditate on it.
- Have a knowledgeable person teach others about the subject.
- Use guided materials, such as a quarterly Sabbath School lesson.

10 WAYS TO STUDY THE BIBLE

In this lesson we will consider 10 different ways of reading the Bible. But have proven helpful for many in connecting with God and receiving divine messages. After a brief description of each Bible study method, you will have two examples and the opportunity to add your own Scripture texts.

You will likely find a description that aligns with your typical Bible study habits. Some methods may be familiar, while others might be new. Experiment with different approaches. These methods can be used for your personal reading or with your Youth Sabbath School class. Encourage the youth to practice these methods independently as well.



1. Just Read

Read a whole passage instead of just a verse or part of a verse or moving between different verses. Continuous reading will provide better context than isolated verses. The Bible is structured this way. Allocate a specific amount of time, such as 5 minutes, 15 minutes, or __ minutes, and focus on reading.

LEARNING ACTIVITY – WORKSHEET, JUST READ

1. Participants are to read the book of Jonah: This text comprises four chapters, approximately 2-3 pages in most Bibles. While it may be a familiar story, reading the entire narrative provides greater insight into its nuances, details, and overarching themes.
2. Read the beginning of the Book of Acts: Begin with chapter 1, verse 1, and continue reading for a brief period. Although the entire book contains 28 chapters, focus on the first few chapters initially. This account, authored by Luke, presents the sequel to his well-researched narrative concerning Jesus and the events following His ascension into heaven.
3. Other (Provide an example of your own):

_____

_____

_____

Few people memorize much these days because we live in an information age where there is SO MUCH information, and it is readily available on our devices. Memorizing may be considered a low level of learning, but it's also fundamental to other forms of understanding. Memorization

is the recording of something in your mind. It can then go to your heart and through your body and be put into action. It requires a certain amount of discipline, including practicing the memorization and repeating it, sharing it, living it, praying through it.

2. A Single Verse Or Phrase

Choose a verse that is familiar to you. Allow the verse (or the phrase) to sink into your mind and to your heart. Meditate on it and ask God to impress upon your mind the message that He wants to give you through these words of Scripture.

LEARNING ACTIVITY – WORKSHEET, A SINGLE VERSE OR PHRASE

Choose a verse and meditate on it, letting it resonate within you. Reflect on its meaning and seek the message it holds for you.

JOHN 11:35 "JESUS WEPT."

The shortest verse in Bible says "Jesus wept. What does it mean that Jesus wept, both in His divinity and humanity? Why would Jesus cry? Why did He weep at that time? Why would He weep today? Do you weep for the same reasons Jesus did? Why or why not?

1 SAMUEL 16:7 NKJV "THE LORD DOES NOT SEE AS MAN SEES; FOR MAN LOOKS AT THE OUTWARD APPEARANCE, BUT THE LORD LOOKS AT THE HEART." NCV.

The story tells of God's instruction to Samuel to anoint a new king, despite Saul's reign. Samuel, God's prophet, initially chose Jesse's firstborn son, Eliab, due to his appearance. This highlights the human tendency to judge by outward looks. That is the context of this familiar verse. And we are like Samuel-we are human. We cannot help but look at the outward appearance. How can we know what is in a person's heart? What should we do?

OTHER (GIVE AN EXAMPLE OF YOUR OWN):

_____

_____

_____

3. Memorize

In today's information age, people rarely memorize information because it is easily accessible on our devices. However, memorization is crucial for deeper understanding and application. Recording information in one's mind through memorization is the initial step, which then transitions to internalizing it in the heart, leading to practical action.

Memorization demands discipline and a commitment to practice. Engaging in repetition helps reinforce the memorized content, making it more accessible when needed. Sharing the memorized information with others can further solidify understanding and create a sense of community around the shared knowledge.

Prayer integrates the memorized words into daily life, providing spiritual depth and context. When individuals pray over the verses or phrases they have committed to memory, the words resonate more profoundly, influencing thoughts, emotions, and actions. Hence, memorization becomes a vital spiritual exercise, connecting the mind's recorded information to heartfelt belief and tangible living.

LEARNING ACTIVITY – WORKSHEET, MEMORIZE

Participants will engage in memorization exercises by reading, praying, and meditating on each Bible verse provided below.

Break down the verse into manageable parts over a week, memorizing one line each day. Reflect on each line as you learn it. Each line is a victory and worthy of meditation. Notice that the first two lines are present tense, while the last three are promises for the future given to Zephaniah to pass on to God's people (like you). What image comes to mind when you think of the last line?

1. Zephaniah 3:17 (NIV) *Note: the 1984 edition has five lines to it.*

   The LORD your God is with you.

   He is mighty to save.

   He will take great delight in you.

   He will quiet you with his love.

   He will rejoice over you with singing.

2. 1 Peter 5:6-7 NLT

   [6]Humble yourselves under the mighty power of God, and at the right time He will lift you up in honor. [7]Give all your worries and cares to God, for He cares about you."

   This may remind you of the song "Humble Yourself in the Sight of the Lord," which is based on verse six. Memorize both verses or choose one. Repeat it each day for a week, then reflect on how this passage applied to your life.

Other (give an example of your own): _____

_____

_____

4. Relational Bible Study (RBS)

The relational study of the Bible is very much dependent on the Holy Spirit.

Relational Bible study heavily depends on the Holy Spirit for guidance. Instead of relying on an experienced leader, everyone in the study looks to the Holy Spirit to be present to guide them in the study to direct them to hear God's messages through the group.

After prayer, an introductory question is posed to "level the playing field" by asking something about which no one in the group is an expert. For example, it could be a question like, "Who has been a positive role model in your life?" or "What is your favorite fruit? The answer from a Bible scholar is no better than the answer from a five-year-old. The introductory question also "breaks the ice" so that everyone can participate in the discussion. This creates a comfortable environment for sharing personal experiences and insights. Next, the passage of scripture is read aloud as a group.

1. Depending on the passage length, different members of the group can take turns reading a few verses each, allowing everyone to engage with the text actively.
2. These questions are designed to be open-ended and often have more than one right answer, encouraging deeper reflection and personal interpretation. Writing individual answers allows quieter participants or those who need more time to think to express their thoughts without feeling rushed. This method ensures that the responses are well-considered and heartfelt.
3. After 5-8 minutes of writing individual answers, the group begins sharing their responses. This segment is crucial, as it fosters a sense of community and mutual respect. By sharing individual responses, members can learn from each other's perspectives and experiences.
4. It's important to listen for God's voice through the contributions of others rather than arguing that one's answers are the best. This approach encourages humility and openness in the discussion. Questions move from the mind to the heart to action-living it out. They are crafted to challenge participants to think about how the passage applies to their lives and what practical steps they can take to embody the teachings. This progression from intellectual understanding to emotional engagement and finally to actionable steps helps ensure that the Bible study has a meaningful impact on participants' lives.
5. At the end of the agreed time, it is vital to close with prayer. This helps to seal the discussion in a spiritual context and reinforces the idea that the study is not just an intellectual exercise, but a spiritual journey guided by the Holy Spirit. Prayer also provides an opportunity to thank God for the insights gained and to seek His help in applying the lessons learned to everyday life.

LEARNING ACTIVITY – WORKSHEET, LIGHT MY WAY STUDY

Participants read the activity below and give an example of their own.

Have you ever been in a situation where you needed some light, guidance or clarity? Read 1 John 1:1—10. (From relationalbiblestudies.com free downloadable examples.)

1. How do you know that Jesus is real, and that He is God?
    - o I've seen Him.
    - o I've heard Him.
    - o I've felt Him.
    - o The testimony of others.
    - o Miracles.
    - o Scripture.
    - o The difference Jesus has made in my life.
    - o You can't know for sure; it requires some faith.
    - o Other.

2. What was John's testimony about Jesus?
    - o Jesus was real.
    - o I lived with him.
    - o Jesus was human, like you and me.
    - o Jesus was God.
    - o Jesus came from God.
    - o Jesus is human, and Jesus is God.
    - o Jesus brings us into fellowship with God.
    - o Jesus brings us into fellowship with each other.
    - o Other

3. Would you translate verse 4 "YOUR joy" or "OUR joy"?
    - o I don't translate from Greek to English.
    - o It's not up to me; that's up to God (or a Greek scholar).
    - o It could be translated either way, or it could mean both.
    - o John wrote it so YOUR joy would be complete—a gift for you.
    - o John wrote it so OUR joy would be complete – fellowship together.
    - o Either is fine with me.
    - o It should be both.
    - o Writing doesn't make anyone's joy complete, experiencing it does.
    - o Other

4. If "God is light" (vs. 5), what are the ramifications?
    - o God makes it easier to see.
    - o Darkness disappears when God is present.
    - o Light often brings warmth.
    - o Scientifically, light is energy; so, God is energy.
    - o God is bright.
    - o God is the opposite of darkness.
    - o Light enables people to see things they wouldn't otherwise see.
    - o Light is the fastest thing known to humans.
    - o Other.

5. What is the relationship between light and dark, fellowship and sin?
    - o Light removes darkness and exposes sin.
    - o Sin seeks darkness rather than light.
    - o Fellowship can happen in the light or in the dark.
    - o Light and fellowship go together.
    - o Light and fellowship come with God.
    - o We are a combination of all four.
    - o We lose fellowship when we sin and move to the dark.
    - o Other.

6. What happens when we confess our sin(s)?
    - o Everyone will know about it.
    - o Everyone will talk about it.
    - o Jesus/God forgives us.
    - o We only need to confess to God.
    - o Our fellowship will be with sinners.
    - o Our fellowship will be with forgiven sinners.
    - o We will experience forgiveness—Yes!
    - o It should be a habit we practice.
    - o Other.

What is your paraphrase of verse 9?

_____

_____

_____

What is your testimony about who Jesus is?

_____

_____

_____

Other (give an example of your own)

_____

_____

_____

5. Literary Context

To accurately study the Bible, it is crucial to read verses in context. This involves examining the surrounding passages (reading the verses before and after the verse being emphasized) to understand the full narrative, which prevents misinterpretations and adds depth. Knowing the historical and cultural background can clarify instructions and their applications. Cross-referencing related scriptures enhances comprehension by revealing consistent themes and ideas. Studying the Bible comprehensively provides a richer, more accurate understanding and improves spiritual growth.

LEARNING ACTIVITY – WORKSHEET, LITERARY CONTEXT

Participants read the activity below and give an example of their own:

1. Matthew 18:1-6, 10-14 NLT

   Read first verses 12-13 *"If a man has a hundred sheep and one of them wanders away, what will he do? Won't he leave the ninety-nine others on the hills and go out to search for the one that is lost? And if he finds it, I tell you the truth, he will rejoice over it more than over the ninety-nine that didn't wander away!"*

Clearly, Jesus cares about those who are lost, even if it's just one out of 100.

Notice the additional meaning when you read the next verse (Matt 18:14): "In the same way, it is not my heavenly Father's will that even one of these little ones should perish." This raises the question, "What little ones?" Go back to verses 1-6 and verses 10-11 and you'll see that Jesus emphasized going after lost young people—children—the ones Jesus considers the greatest in the Kingdom of Heaven.

2. 1 Corinthians 2:9- 10 NKJV

   Verse 9: "As it is written: 'Eye has not seen, nor ear heard, nor have entered into the heart of man the things which God has prepared for those who love Him."

Let's paraphrase: No one knows what heaven will be like, since no eye has seen it and no ear has heard it, so no one knows in their heart what heaven will really be like. Don't you think that it will likely exceed all expectations?

By reading further, you will encounter a different interpretation. The next verse reads:

Verse 10: "But God has revealed them to us through His Spirit. For the Spirit searches all things, yes, the deep things of God."

You said you have no idea what God has prepared for those who love Him? Why not? It is stated that the Holy Spirit knows what has been prepared for those who love God, and according to verse 10, this has been revealed to us by the Holy Spirit.

3. Other (give an example of your own)

_____

_____

_____

6. Historical Or Cultural Context

One reason the Bible is considered a supernatural book is its continued relevance today. These ancient texts convey messages that remain significant in contemporary times. For instance, the book of Proverbs offered life instruction to Hebrew boys in Old Testament schools, yet its teachings are still beneficial for both men and women today. Similarly, the New Testament book of 1 Corinthians, addressed in 1 Corinthians 1:2 by Paul to the Christian church in the city of Corinth (the southern part of Greece), contains principles applicable to our modern churches today.

Understanding the historical and cultural context of the original audience can deepen our comprehension and application of these texts in current settings. Bible commentaries often provide this background information. Additionally, search engines, such as Google, facilitate easy access to the historical and cultural details concerning the diverse parts of the Bible, which were written from approximately 1500 BC to 100 AD.

LEARNING ACTIVITY – WORKSHEET, HISTORICAL OR CULTURAL CONTEXT

Participants read the activity below and give an example of their own:

1. Psalm 23:1 KJV

   "The LORD is my shepherd; I shall not want."

   Most of us don't live near sheep or shepherds, so our understanding is limited. What does it mean to have the LORD as your shepherd? We would do well to hear about that from those who know. Phillip Keller, a shepherd, offers deeper insight into having the LORD as your shepherd in his book A Shepherd Looks at Psalm 23. In his book, Keller explains that the relationship between a shepherd and his sheep is one of care, guidance, and protection. A shepherd ensures that his sheep are well-fed, safe from predators, and guided to the best pastures. This imagery helps us understand the profound care and guidance that the LORD provides to His followers. The shepherd's dedication to his flock is unwavering, just as God's love and guidance are constant for those who seek Him.

2. Mark 2:1-12NKJV

Read these 12 verses. It's the story of Jesus' healing of the paralytic who was lowered through the roof of a house where Jesus was teaching the religious leaders (who had a hard time with Jesus). After the paralytic interrupted Jesus and His audience, Jesus added to the confusion by publicly forgiving the man's sins. In those times, it was believed that illness was a result of one's wrongdoing or sins. This belief was challenged by Jesus but was difficult for the religious leaders to accept since they did not acknowledge nor accepted Jesus as God. Jesus used forgiveness and healing interchangeably. Jesus said, "In order that you may know that I have power to forgive sins." To demonstrate His power to forgive sins, Jesus said to the man, "Get up and walk." The Greek word for "to heal" is sozo. which means "to cure" or "to save." What did Jesus do? HE HEALED the man! resulting in those present praising God (vs. 12).

3. Other (give an example of your own)

_____

_____

_____

7. Compare With Other Scripture

To fully grasp the teachings of the Bible, one common approach is to compare different passages of Scripture that address the same subject. This method helps to deepen our understanding and see how various parts of the Bible interconnect and reinforce each other.

However, it is crucial to avoid taking verses out of context during this process. Each verse should be considered within its broader narrative and original intent to ensure accurate interpretation. Additionally, comparing different translations of the same passage can provide valuable insights, as it might reveal nuances and alternative phrasing that enhance comprehension.

By engaging in thoughtful comparison and reflection, we can uncover the richness and depth of biblical teachings, which can then be applied to our daily lives with greater clarity and purpose.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF SCRIPTURE COMPARISON

Participants read and compare the examples of Scriptures below and give an example of their own:

1. Compare Matthew 21:12-17 with John 2:11-25

At the end of Jesus' ministry, the passage in Matthew describes the cleansing of the temple. This story is also found in Mark 11:15-19 and Luke 19:45-48. In these accounts, Jesus drives out the money changers and sellers from the temple area where Gentiles gathered.

According to Matthew 21:14-15, after removing these individuals, the blind, the lame, and children entered the temple.

The Gospel of John narrates a similar story early in Christ's ministry, rather than at the end. In John 2:11-25, it appears that Jesus performed a similar act early in his ministry. Was John's timing off? The story in John 2:11-25 follows the first miracle of turning water into wine at the wedding in Cana. It concludes with a dialogue between Jesus and the religious leaders regarding His identity. At the beginning of Christ's ministry, He presented Himself to the religious leaders, who did not follow Him.

Some people think that Jesus only cleansed the temple once. However, a closer examination of the scriptures reveals that it happened twice - once at the beginning of His ministry and again at the end. The first cleansing occurred shortly after His first miracle at Cana, where Jesus turned water into wine. In the Gospel of John (John 2:11-25), Jesus drove out the merchants and money changers from the temple, an act that symbolized the purification of worship.

Years later, at the end of His ministry, Jesus performed a second cleansing of the temple. This event is recorded in the Synoptic Gospels, including Matthew (Matthew 21:12-17), Mark (Mark 11:15-19), and Luke (Luke 19:45-48). During this second cleansing, Jesus once again expelled the corrupt traders from the temple area, where Gentiles gathered. This act highlighted the situation among the religious leaders of the time.

Interestingly, Ellen G. White, in her book "Desire of Ages" (pages 591-592), notes that the religious leaders vowed never to run from Jesus after the first temple cleansing. Nevertheless, they fled even faster during the second cleansing, demonstrating the profound impact of Jesus' actions.

2. Deut. 25:17-19; 1 Sam. 15:1-3, 17-23; 1 Sam. 30:1-6, 16-19; Esther 3:1 and 9:5-10

You may remember the Amalekites, who often fought against God's people. You can read about them in Deuteronomy 25:17-19, where God decrees judgment against them for their actions. God commanded King Saul to destroy the Amalekites, but Saul disobeyed this divine instruction, choosing to spare some of them and keep their king Agag alive. This act of disobedience led to significant repercussions, as their descendants later attacked David's group, causing further strife and conflict. The legacy of the Amalekites extends even further into the biblical narrative, appearing prominently in the story of Queen Esther. In this story, Haman, a descendant of King Agag of the Amalekites, rises to power and devises a plot to annihilate the Jewish people. This conflict is central to the events in the Book of Esther, showcasing the enduring impact of Saul's failure to follow God's command.

Through these accounts, we see how the Amalekites' hostility towards God's people continued across generations, highlighting the importance of obedience to divine instructions and the long-lasting consequences of defiance.

3. Other (give an example of your own)

_____

_____

_____

8. Reflective Reading

Instead of reading and moving on, pause and reflect on what you read. Take the time to let the Word of God simmer in you like something simmering on the stove. Another way to describe it is: chew the food you're eating slowly instead of taking a few bites and then swallowing. Take the time to chew your food thoroughly and enjoy the taste, texture, and experience. Yes, you will benefit nutritionally from what you swallow, but first benefit from the taste buds God has given you. The process of reflective reading involves reading a passage (maybe 2-10 verses) several times, pausing between each reading to reflect on the passage. Follow these seven steps or adapt them for your own personal reflection on Scripture.

1. **Select a Passage:** Choose a section of scripture, such as a story or a series of verses that particularly speak to you.
2. **Read the Passage Slowly:** Take your time to read through the passage slowly, absorbing each word and phrase.
3. **Meditate on the Words:** After the initial read, close your eyes and think about the words you've read. What stood out to you? Why do those particular words or phrases resonate with you?
4. **Re-read the Passage:** Read through the passage again, and this time, focus on the context. What is happening in the story? Who are the characters involved? What is the setting?
5. **Reflect on Personal Application:** Think about how the passage applies to your life today. Is there a lesson or a message that you can take away from this? How does it speak to your current situation or challenges?
6. **Pray for Understanding:** Take a moment to pray and ask God to reveal His wisdom and insight through this passage. Ask for guidance on how to apply these lessons in your daily life.
7. **Journal Your Thoughts:** Write down your reflections, thoughts, and feelings about the passage. This helps solidify your understanding and allows you to revisit your insights later.

By engaging in reflective reading, you deepen your connection with the scripture and allow its teachings to permeate your life. This intentional approach transforms your reading experience from passive to active, fostering a rich spiritual growth.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF REFLECTIVE READING

Participants read the following Bible passages and practice the seven steps of reflective reading detailed above. This exercise encourages a deeper connection with the scriptures,

allowing the participants to immerse themselves fully in the text and extract personal meaning and spiritual insights.

1. Ruth 1:14-18

   This part of the story covers Naomi's interaction with her daughters-in-law, Orpah and Ruth. Naomi, a widow, decides to return to Bethlehem after ten years in Moab. Her daughters-in-law, Orpah and Ruth, also widows, initially joined her. Naomi urges them to stay in Moab and rebuild their lives. Orpah decides to stay, while Ruth remains loyal to Naomi, pledging to adopt Naomi's people and God. This moment highlights Ruth's commitment and her future role in King David's lineage.

2. Romans 6:3-4

   These verses from Romans highlight the transformation that comes from accepting Jesus. Through Him, we are united in His death and resurrection, symbolized by baptism. In dying to sin, guilt, and shame, we embrace hope, righteousness, and eternal life. As we engage with His Word and converse with God, let us reflect on what we left behind when choosing Jesus and the new life we gained through His resurrection, enriching our spiritual growth.

3. Other (give an example of your own)

_____

_____

_____

9. Put Yourself In The Story

Choose a Bible story and make it current by imagining yourself in it, either back in time or in a modern setting. Read the story to understand the events, characters, and setting, then read it again, picturing yourself as one of the characters. Feel their emotions and challenges. Next, view the story from another character's perspective for a deeper understanding. This approach helps connect ancient texts to contemporary life, encouraging you to see God's actions in your world today.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF PUTTING YOURSELF IN THE STORY

Participants read the following Bible passages and practice putting themselves in the story, imagining the emotions and experiences of the characters involved. This exercise helps to deepen their understanding and empathy, making biblical narratives more relatable and impactful.

1. **John 11:1-44**

   The story of Lazarus' resurrection can be experienced from many perspectives. You may choose to read through it as if you were Mary or Martha, feeling the deep sorrow and desperation over the death of your brother, and then the overwhelming joy and gratitude when Jesus brings him back to life. Do it again, but this time through the lens of one of the disciples, witnessing an astonishing miracle and grappling with its implications for their faith and understanding of Jesus' divine power. Consider the viewpoint of one of the mourners, sharing the grief with the family and then being astonished by the miraculous event. What if you were a skeptic of Jesus the "miracle worker," questioning the authenticity and impact of His actions? Lastly, imagine yourself as Lazarus, experiencing the transition from death to life and the profound gratitude and amazement at being given a second chance. By exploring these different perspectives, you can gain a deeper, multi-dimensional understanding of the story and its significance.

2. **1 Samuel 14:1-23**

   Here is the story of Jonathan and his armor bearer climbing a cliff and overpowering a group of Philistine soldiers. Reflect on Jonathan's perspective: what motivated this daring act, fueled by determination and trust in God's guidance? Now consider the view of a Philistine soldier, surprised by Jonathan's audacity and shocked by an unexpected, fierce attack from just two men.

   Consider the perspective of Saul, Jonathan's father, who may have experienced a combination of pride and concern for his son's actions. What thoughts and emotions could have gone through Saul as he learned of Jonathan's brave act?

   Read the story as an Israelite soldier learned of the bold attack. How did this news impact your morale in the ongoing battle?

   Reflect on the experience of the Israelite soldiers who defected to the Philistine but returned to their homeland (verse 21). What might have motivated their return, and how did they feel about rejoining their people?

   Finally, imagine yourself or as one of the Israelite soldiers who had previously gone hiding (verse 22). Feel the renewed hope and courage as you decide to come out of hiding and join the fight after hearing of Jonathan's victory.

   By exploring these different perspectives, you can gain a deeper, multi-dimensional understanding of the story and its significance.

3. Other (give an example of your own)

_____

_____

_____

10. Youthsabbathschoolideas.org

Each week, comprehensive Bible studies are posted on the Youth Sabbath School website, www.YouthSabbathSchoolIdeas.org. These studies are designed to delve into the week's Bible theme from multiple perspectives. For instance, one study is tailored specifically for teens, providing age-appropriate insights and activities. Another version is crafted for teachers, offering teaching aids and in-depth analysis to facilitate discussions. Additionally, there's an alternative study that presents a different angle on the same passage, allowing for varied interpretations and discussions. The Relational Bible Study (RBS) option provides a unique approach, focusing on building relationships and deeper connections through the study of scripture, as mentioned in option #4 earlier in this session.

To enhance understanding, each topic is accompanied by an introductory video clip created specifically for the theme, offering a visual and engaging way to grasp the lessons. These resources collectively ensure that the Bible's message is accessible and relatable to everyone, whether they are participating in a group setting or studying individually. Visit the Youth Sabbath School website to explore these enriching and diverse weekly lessons.

LEARNING ACTIVITY

Participants visit Youth Sabbath School Ideas: Home

Explore weekly lessons and find versions for teens, for teachers, etc.

SUMMARY

The Bible is God's message to us. We described 10 different ways to study the Bible. These included:

1. Just Read
2. Single Verse or Phrase
3. Memorize
4. RBS (Relational Bible Study)
5. Literary Context
6. Historical or Cultural Context
7. Compare With Other Scripture
8. Reflective Reading
9. Put Yourself in the Story
10. YouthSabbathSchoolIdeas.org

Try these methods as you and your Youth Sabbath School study God's messages through the Bible.

WORKSHOP 6
EMBARK

Description

In today's culture, we often engage in "instant conversations" with "instant responses" despite not seeing the other person. This can be challenging for those who struggle to communicate without visual or auditory cues. People have different communication styles – auditory, visual, and sensory. How can they connect with God if they can't hear, see, or feel Him? In this module, we'll focus on PRAYER, exploring ways to pray and connect with God that you can teach your teens. Teens will naturally prefer different prayer methods.

Audience / Participants

All Youth Sabbath School Leaders and their teams will find great value in participating in this workshop.

RESOURCE MATERIALS

- Spiritual Practices & Ideas – Leader's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-leader-41519
- Spiritual Practices & Ideas – Participant's Guide. https://www.adventsource.org/store/youth-ministries/sabbath-school/spiritual-practices-and-ideas-for-youth-in-sabbath-school-participant-41517
- Teach Me How to Pray for Pente Cost, 2024, https://www.adventsource.org/store/youth-ministries/new-leaders/teach-me-how-to-pray-40619
- *Connection*: *How to Have a Relationship with God*, 2010, Steve Case - https://www.adventsource.org/store/youth-ministries/leadership/connection-audio-book-36478

HANDOUTS

- Handouts are included in the Participant's Guide. Topics include:
- Worksheet – How Do You Usually Connect with God
- Worksheet – Help, Thanks, Wow, Others
- Worksheet – Prayer List Ideas by Category
- Worksheet – Examples of Prayers
- Worksheet – Examples of Other People's Prayers
- Worksheet – Examples of Push & Pull
- Worksheet – Examples of Prayer Walks

- Worksheet – Examples of Prayer Rooms
- Worksheet – Examples of Breath Praying
- Worksheet – Listening to God
- Worksheet – Examples of Journaling
- Worksheet – Drawing, Doodling, Jamboard
- Worksheet – Music
- Worksheet – Examples of Popcorn Prayer
- Worksheet – Conversational Prayer

What Your Participants Will Learn

Participants will discover ways to connect with God and enhance their spiritual practices. The workshop offers insights and practical approaches, including 15 methods of prayer to teach teens. They will learn silent reflection, group prayers, and creative expressions of faith to deepen their relationship with God.

HOW DO YOU CONNECT WITH GOD?

Why pray if God already knows what we need? Praying involves asking but also involves so much more. Prayer is simply a conversation with God. It is an intimate moment where one can express one's thoughts, fears, gratitude, and hopes. It is an opportunity to seek guidance, find peace, and cultivate a deeper relationship with the Divine. Through prayer, individuals can reflect on their lives, gain clarity, and feel a sense of connection to something greater than themselves. Prayer is a powerful practice that enhances one's spiritual journey.

LEARNING ACTIVITY – WORKSHEET, HOW DO YOU USUALLY CONNECT WITH GOD

Participants read, reflect on, and answer the following questions:

1. How do you usually connect with God, choose a number for each item listed below:

   1 = Never 2 = Rarely 3 = Sometimes 4 = Usually 5 = Always

   ____ Reading the Bible

   ____ Praying

   ____ Gather with other believers

   ____ Nature

   ____ Music

   ____ Youth Sabbath School

   ____ Other: _____

2. When you pray do you usually:

(√ all that apply)

____ Run out of things to say

____ Run out of time

____ Not know what to say

____ Repeat yourself

____ Write in a prayer journal

____ Fall asleep

____ Do more talking than listening

____ Do more listening than talking

____ Use written prayers that others have already prayed

____ Feel very connected to God

3. When you read the Bible, do you usually:

(√ all that apply)

____ Read one verse or phrase from the Bible and comment about it

____ Have several Bible texts about a certain topic

____ Read something from the Bible and then meditate on it

____ Have a person who knows about the Bible teach others about it

____ Be guided by materials, like the Sabbath School lesson

In Luke 11:1 (NLT) we read,

"Once Jesus was in a certain place praying. As he finished, one of his disciples came to him and said, 'Lord, teach us to pray, just as John taught his disciples."

Next is "The Lord's Prayer." Most Christians recite the version found in Matthew 6:9-13. The introduction to this version begins with "When you pray, don't babble on and on as the Gentiles do. They think their prayers are answered merely by repeating their words again and again."

What makes this ironic? Many Christians repeatedly say "The Lord's Prayer" hoping it will reach God.

The next verse states, "Your Father knows exactly what you need even before you ask Him!"

If God already knows our needs, then why ask? Prayer involves asking and listening. Prayer is simply a conversation with God.

Besides "The Lord's Prayer" in Matthew 6:9-13, another useful resource on prayer is chapter 11 of the classic devotional book Steps to Christ by Ellen G. White. A paraphrase of this can be found in the book Connection: How to Have a Relationship with God, pages 177-191, by Steve Case.

LEARNING ACTIVITY

For additonal resources on prayer methods, participants may refer to the book Teach Me How to Pray by Kymone Hinds. AdventSource by visiting https://www.adventsource.org/store/youth-ministries/new-leaders/teach-me-how-to-pray-40619)

> *"Through nature and revelation, through His providence, and by the influence of His Spirit, God speaks to us. But these are not enough; we need also to pour out our hearts to Him. In order to have spiritual life and energy, we must have an actual relationship with our heavenly Father. Our minds may be drawn out toward Him; we may meditate upon His works, His mercies, His blessings; but this is not, in the fullest sense, communing with Him. In order to commune with God, we must have something to say to Him concerning our actual life. Prayer is the opening of the heart to God as to a friend. Not that it is necessary in order to make known to God what we are, but in order to enable us to receive Him. Prayer does not bring God down to us but brings us up to Him."*
>
> Ellen G. White, *Step to Christ*, Chapter 11

15 WAYS TO PRAY

Following are 15 different ways to pray, each offering a unique approach to connecting with God. Some methods might be familiar, such as traditional prayers and meditative reflection, while others might be new and innovative techniques designed to deepen your spiritual experience. You are encouraged to adapt these methods to suit your own personal journey and preferences. The ultimate goal of these diverse prayer practices is to facilitate meaningful communication with God, allowing you to express your thoughts, seek guidance, and find solace in your spiritual connection.

1. Just Talk With God

While it may seem simple, some people struggle to talk to someone they can't see, especially when they don't hear a response. Thinking about it, we often chat on the phone or text, where responses are common. Some find it helpful to imagine talking to God in an empty chair.

It's important to recognize that prayer is not merely about verbal communication. It involves opening one's heart and soul, being honest about one's thoughts and feelings, and seeking a deeper connection beyond the spoken word. Visualizing God sitting in an empty chair can make the experience more tangible and intimate, helping individuals feel like they are truly having a conversation.

Many people also find solace in writing their prayers. This method allows them to articulate their thoughts more clearly and reflect on their spiritual journey over time. Journaling prayers can be particularly beneficial for those who have difficulty expressing themselves verbally or prefer a more structured approach to communication with God.

Ultimately, the goal of these practices is to foster a sense of closeness and trust in God, enabling individuals to express their thoughts, seek guidance, and find comfort and peace in their faith journey.

LEARNING ACTIVITY – WORKSHEET, JUST TALK WITH GOD

As participants read the topics listed in this activity, they will write down their thoughts, what they are hearing. They will ask God to meet them in their current situation.

Just Talk with God. Here are three suggestions:

1. Learn to listen attentively for God's voice. This could be something you hear out loud, or it may be something you sense beyond what you can hear. It might be helpful to distance yourself from distractions. Many people find it challenging to listen deeply, but some succeed. Are you willing and ready to try "listening for God?"
2. Listen to what God has already said to you. The Bible contains important messages and advice from God. Read the Bible for messages God has shared with you and respond to them.
3. Keep talking to God. He is always listening to everything we say. He is our counselor and friend.

If you don't know what to talk to God about, here are some suggested topics for conversations with God:

1. What happened to me lately
2. What I'm thinking about right now
3. Feelings I'm having
4. My thoughts and feelings about God
5. My hopes and dreams
6. My struggles
7. People important to me
8. My church
9. Today
10. My ups and downs with God
11. Questions I have
12. Other: _____

2. Help, Thanks, Wow, And Others

Here are four topics that most people can relate to in some way. They form the themes for your prayer time. Some have used the acronym ACTS (Adoration, Confession, Thanksgiving, and Supplication). However, most young people don't use terms like "supplication" or "adoration" in everyday language.

To make things simpler and more relatable, we can break down the themes into everyday language:

HELP (SIMILAR TO "PLEASE"):

This theme is about asking for assistance and guidance in various aspects of life. Whether it's help with schoolwork, relationships, or making the right decisions, it's the moment to reach out and express the need for divine support.

THANKS (GRATITUDE EXPRESSED):

Expressing gratitude for the blessings received is a powerful way to acknowledge the positive aspects of life. It could be about being thankful for the friendships restored, the comforts enjoyed, or simply the realization of how fortunate one is compared to others.

WOW (ACKNOWLEDGING WONDERS):

This theme is about recognizing and appreciating the awe-inspiring moments and creations around us. It can be anything from the beauty of nature to the miraculous events in one's life that evoke a sense of wonder and admiration.

OTHERS (BEYOND YOURSELF TO THE BIGGER WORLD):

This is an open category where one can include thoughts and feelings that don't fit neatly into the other themes. It could be reflections on personal struggles, hopes and dreams, important people in one's life, or any other topic that feels significant.

By framing the prayer themes in more everyday language, it becomes easier to engage in meaningful and heartfelt prayer. This approach helps to bridge the gap between traditional terms and contemporary expressions, making the practice more relatable and accessible to everyone.

LEARNING ACTIVITY – WORKSHEET, HELP, THANKS, WOW, OTHERS

Participants read and work on their own prayer using the example adapted from Anne Lamott's 2012 book on prayer. See examples below:

HELP (SIMILAR TO "PLEASE)

- God, I need help with everything I should do; I'm too busy.
- Please help me with my schoolwork.
- I don't know how to fix my relationship with someone who used to be important to me.
- Sometimes I don't know what the right thing to do is; please let me know.

THANKS (GRATITUDE EXPRESSED)

- When I see the living conditions of many other people, I realize how blessed I am.
- Jeremy and I are friends again; thank You!
- I found the encouragement and motivation I needed when I read a passage from the Bible. Nice!
- My Youth Sabbath School leader is the best! Thank you so much!

WOW (BLOWN AWAY BY GOD – DIFFERENT FROM "THANKS")

- The sunset tonight was spectacular!
- I don't think it was an accident; God, You really showed up in a supernatural way!
- I can't find the words to express how happy You make me feel right now!
- How do You manage everyone at the same time? I struggle with just one person.

OTHERS (BEYOND YOURSELF TO THE BIGGER WORLD)

- Tasha is really angry with You right now, God. Please do something to touch her heart.
- My church is good, but not great. What can we do to make things better?
- World peace – yes, God, that's what I'm praying for!
- Every time I pass this certain part of town, I don't know what to do.
- Use the adapted examples above to create your own prayer.

HELP (similar to "please)

_____

_____

_____

THANKS (gratitude expressed)

_____

_____

_____

WOW (blown away by God – different from "Thanks")

_____

_____

_____

OTHERS (beyond yourself to the bigger world)

_____

_____

_____

For more resources on how to pray, see the book Help, Thanks, Wow: The Three Essential Prayers, 2012, by Ann Lamott. Help, Thanks, Wow: The Three Essential Prayers: Lamott, Anne: 9781594631290: Amazon.com: Books

3. Categorical Praying

In group settings, a prayer leader gathers prayer requests from participants. These requests can be highly specific, such as "My grandmother has cancer" or "I ask for safety on my trip this weekend," or more general, like "Be with everyone worshipping around the world this Sabbath" or "Comfort those who have lost loved ones this year." Categorical prayer involves identifying various topics and utilizing these categories as a framework for the prayer session. Certain ideas or requests may be consolidated into a single category. Spend time praying about one category, and upon exhausting relevant points or the allotted time, proceed to the next category on your list.

LEARNING ACTIVITY – WORKSHEET, PRAYER LIST IDEAS BY CATEGORY

Participants review the list below and determine which one is most relevant to their current situation. They then discuss this selected list with Jesus. As they seek God's presence in addressing their needs, they document their insights and what they hear.

SCHOOL

- Safety
- Teacher and student relationships
- Prepare for life (not just tests)

_____

_____

_____

FAMILY

- Parents
- Don't get along with their teens
- Don't get along with each other
- Other things affecting them right now
- Financial
- No time together

_____

_____

_____

CURRENT CATASTROPHES

- School violence
- Climate Change
- Fires
- Floods
- Hurricanes
- War(s)
- Political polarization

_____

_____

_____

FORGIVENESS

- For myself
- For others
- From others
- Gratitude to God

_____

_____

_____

SEEING JESUS

- In my life
- In the lives of others
- In the events of life

_____

_____

_____

4. Pray A Psalm (Or Other Portion Of Scripture)

The Bible includes many examples of prayers (see Matthew 6:9-13; 1 Kings 18:36-37; 1 Kings 19:3-4; 2 Kings 2:13-14; 2 Chronicles 6:14-42; Daniel 9:3-19). Portions of Scripture that are not explicitly written as prayers can also be converted into prayers. The Psalms, for example, contain lyrics that can be used as prayers. Scripture can be adopted as a prayer and modified to make it more personal. Let this be your dialogue with God - the Scripture is God talking to you, and your comments are your responses to God.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF PRAYERS

Participants read and select the prayer(s) that are most relevant to their life. They spend some time conversing with Jesus.

Psalm 23 – "The LORD is my shepherd; I shall not want."

"Jesus, I've always known the phrase 'I shall not want,' but I struggle with truly believing it. I recognize that, like a sheep depends on its shepherd, I depend on You, even if I don't always realize it. Sometimes, my many 'wants' overshadow my gratitude for what I have. I often take for granted the blessings in my life, not appreciating that I have more than many others.

As you communicate with God, start with His words in Scripture and let your conversation flow from there, or move on to the next verse.

Romans 7:21-25 (NLT) *"I have discovered this principle of life—that when I want to do what is right, I inevitably do what is wrong. I love God's law with all my heart. But there is another power within me that is at war with my mind. This power makes me a slave to the sin that is still within me. Oh, what a miserable person I am! Who will free me from this life that is dominated by sin and death? Thank God! The answer is in Jesus Christ our Lord. So, you see how it is: In my mind I really want to obey God's law, but because of my sinful nature I am a slave to sin."*

Wow, God. I know how the tug of war within me – success, failure, uncertainty, hope, boasting, embarrassment, anger, despair, resignation, joy. I don't want to fight the wrong battles. I was born naturally selfish, but Your Holy Spirit, who came into my life when I said, "YES, Jesus!", is moving me to do more than just think about it. The Holy Spirit and my selfishness fight within me, in my mind and body. The hope and way forward is in Romans chapter 8. Thankfully, Romans didn't end with chapter 7!

5. Pray Another Person's Prayer

We have access to many prayers from others, not only from the Bible but from their lives. There are books of prayers, and some churches have a set of prayers that many refer to. While some people scoff at praying someone else's prayer, it can be helpful if you don't have a prayer. You can always adapt it to make it your own.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF OTHER PEOPLE'S PRAYERS

Participants read and choose the prayer that touches their heart the most. They will also provide an example of one they found meaningful.

ATTRIBUTED TO FRANCIS OF ASSISI

> *"Lord, grant me the serenity to accept the things I cannot change, The courage to change the things I can, and the wisdom to know the difference."*

ATTRIBUTED TO CATHERINE OF GENOA IN THE COMPLETE BOOK OF CHRISTIAN PRAYER

> *"Lord, I make you a present of myself. I do not know what to do with myself. So let me make this exchange: I will place myself entirely in your hands, if you will cover my ugliness with your beauty, and tame my unruliness with your love."*

OTHER (GIVE AN EXAMPLE OF ONE YOU HAVE FOUND)

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_____

6. Push And Pull

As the words indicate, there are things you may want to PUSH away from yourself, a spirit of revenge, greed, pettiness, or pride. At the same time, you might want to PULL in joy, forgiveness, intimacy, or guidance. Create a list with two headings: PUSH and PULL and add items to each. Pray through this list during your prayer times, focusing on one list more than the other, go through the items one at a time, or move back and forth between them.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF PUSH & PULL

Participants read and choose the prayer that touches their heart the most. They will also provide an example of one they found meaningful.

PUSH

Dear Jesus, You created me as a sexual being. But in my fallen nature, that sometimes goes wrong. Don't remove what You created. But I want to PUSH away my selfish use of my sexuality to simply get what I want or to see others as objects rather than people. I want to either FLEE or PUSH away the temptation and be drawn into the divine source of love that can then flow through me to others in the ways that You created me to share. Jesus, I need Your strength and Your mindfulness to think and act with purity, wholeness, and holiness.

PULL

Jesus, I'm thinking of Michael W. Smith's lyrics, "Draw me close to You. Never let me go. I lay it all down again, to hear You say that I am Your friend. You are my desire. No one else will do. 'Cause nothing else can take Your place, to feel the warmth of Your embrace. Help me find the way, bring me back to You." I want to feel close to You, Jesus. I may be pulling You to me when maybe I should stop the pulling and just let You pull me to You. I want You, Jesus, to be my sole center of attention. I want to draw everything about You into my world. I trade in my dross for Your gold. Please come into my heart all over again.

OTHER (WRITE YOUR OWN VERSION OF PUSH OR PULL OR A COMBINATION OF BOTH)

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7. Prayer Walk

Instead of kneeling in your closet or at your regular place of prayer, a "prayer walk" involves praying as you move, allowing your observations – what you see, hear, smell, taste, and touch - to spark your conversation with God. This can be done in various settings, in a city, in the suburbs, or in the country. It could be in a park or a city skyscraper, a cemetery or a county landfill. You can do this individually or in groups, following a guide or making it up as you go. It can be done in a group, you can have one person pray for the whole group, or you can have several people offer a phrase at a time. You can pray silently, out loud, or write your prayers. You can return to the same place and pray similarly or differently each time."

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF PRAYER WALKS

Participants read and select a prayer that matches their personality, then give an example.

EXAMPLES OF PRAYER WALKS

SEVERAL BLOCKS IN A SUBURBAN NEIGHBORHOOD

Take a small group on a prayer walk through suburban blocks, stopping to pray at specific locations. For example:

1. A house where you don't know the occupants, but you pray for their well-being and the occurrences within the premises.
2. An intersection – where you pray for safety and care for one another and address the diverse experiences of those in the neighborhood.
3. At the local park, everyone in your group can pray a sentence or word about the park and its activities.
4. Pray for the small business, its owner, employees, and customers. Also, pray for the police and firefighters/medics who serve the neighborhood.
5. Pray that your church will have a positive influence and impact on this neighborhood.
6. Pray as you walk the sidewalks of your school campus.

PRAYER WALK WITH INTERACTIONS WITH PEOPLE YOU MEET

While walking alone or in your small group, through a series of streets, be ready to pray at different points. Politely, take the initiative to interact with others, keeping in mind that a group of people approaching a stranger can be threatening. Identify yourself and explain that you are on a prayer walk. Ask the person what they would like you to pray for. You may find a variety of answers. Then go ahead and pray for that person. Be sure to ask if they want the prayer to be given at that time, or if it should be loud or silent. You can also go door-to-door, informing those

people who answer the door what church you are from and that you are praying for people in the neighborhood and would like to know if there is anything they would like you to pray for them or their loved ones. Then pray.

Other (give an example of your own

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_____

8. Prayer Room

Individuals often have a "place of prayer," whether it's indoors or outdoors. Some create a special space, perhaps an entire room, with soft lighting, comfortable seating or kneeling, visual aids, background music, and pleasant smells. These spaces work better for individuals or small groups rather than large groups. You can also schedule or rotate people through the prayer room. Some prayer rooms have stations you go through sequentially, while others allow random order or skipping. The stations guide your prayers.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF PRAYER ROOMS

Participants choose their preferred prayer room and give an example of their choice.

THE SPOT

Create a place with minimal distractions. Some prefer darkness and silence, while others find background noise, instrumental music, or a quiet spot in nature helpful. If needed, take time alone. Consider setting an alarm for 60 or 120 seconds. Experiment with different methods and share your experiences with a friend throughout the week.

SUCCESSIVE STATIONS IN ONE ROOM

The following is an example of sequential stations, with Communion positioned centrally. The process involves initially moving towards the center and subsequently outward to return to the world beyond the prayer room. This setup requires certain items to be prepared beforehand. It can be modified as per specific requirements. Each station includes some recommended questions.

1. **Take off your shoes.**
   Questions: in what condition are your shoes now? Where have these shoes taken you? Consider that you are now on "holy ground."
2. **Hand washing.**
   Questions: what has made you dirty? What "dirt" is inside you? How can you become clean on the inside? Do you want to be clean inside?

3. **Draw your picture of god.**
   Questions: what do you want your picture to look like? Draw your picture of god. How well does this represent your picture of god? What makes pictures of god more accurate?
4. **Mirror.**
   Questions: what do you see? What do others see? What does god see?
5. **Communion.**
   Questions: jesus told his followers to "eat" and "drink" to remember what he had done for them. Go ahead and eat and drink and remember what jesus did for you. Why did jesus die for you? Do you really need that? What reminds you of it?
6. **Shaping.**
   Questions: open a small container with shapes. Empty its contents onto your hands. What shape are you in right now? Take some time to mold this. What has god already done to mold you? What more would he like to do?
7. **Listen.**
   Questions: listen to a song. What message from god do you hear in the words? In the music? Which song would you most like to share with someone else?
8. **Pathway.**
   Questions: begin by making the sand smooth and level. Use your finger or your hand to mark out a path that represents the way in which god seems to be leading you. What questions do you have for god right now? What are some impressions that god is giving you?
9. **Take a "Selfie"**
   Questions: take a "selfie" with your cell phone that shows god next to you. What does god look like? What do you look like? In what ways are you similar to him? How are you different?
10. **Put on your shoes.**
    Questions: where does god want you to go now? Where does god want you to go this week? What does god want you to do? What does god want you to not do?

Other (give an example of your own)

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_____

9. Breath Praying

Following your natural breathing pattern (inhale ... exhale ...), let this rhythm provide the cadence for short prayer statements. Consciously think about how you breathe every five or six seconds. Once you are in sync with your breathing, as you breathe in, identify some aspect of Jesus, God the Father, and/or the Holy Spirit. As you exhale, make a statement or request in response to the aspect you just named. If nothing comes to mind as you inhale or exhale, just keep the rhythm going and say something next round. Do this for 30 seconds, 60 seconds, or longer as you get more comfortable.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF BREATH PRAYING

Participants review both examples and provide their own.

BREATHING JESUS

(as you breathe in) Living Jesus..... (as you breathe out) Thank you for living in me.

(as you breathe in) Wonderful Counselor... (as you breathe out) Give me wisdom from on high.

(as you breathe in) Man of Sorrows ..... (as you breathe out) Touch my heart.

(as you breathe in) Light of the World.....(as you breathe out) Show me the way to go.

(as you breathe in) Dearest Friend .....(as you breathe out) I rely on you.

MIX OR MATCH

(as you inhale) ..... (as you exhale)

Loving Father .....Thank you for blessing me.

Divine Spirit ..... Pour your love into me.

Gracious Savior..... Flow your grace through me.

Blessed Trinity .....Make me divine with your presence.

Other (give an example of your own or begin a list and add to it over time)

_____

_____

_____

LISTENING TO GOD

At first, this may seem like the opposite of praying - at least if you think of prayer as a one-way "conversation" where you do all the talking and God does all the listening. What if you reverse this practice or try it a few times? It may seem awkward, strange, or frightening. Those who fear the devil's schemes in silence should consider whether the devil is more active when you're talking or when you're listening. It's best to do this at times and places where you're not distracted. Try just listening for Jesus to communicate with you in silence. You can ask Jesus a question or just invite Jesus to have a conversation with you in the moment. Give yourself 60 seconds of silence while you listen attentively. Try two full minutes the next day. By the end of the week, you may be able to get up to five minutes. Even if you ask for it, you may not receive any impressions from Jesus. You may begin "hearing" God for the first time in your life!

LEARNING ACTIVITY – WORKSHEET, LISTENING TO GOD

Participants read the examples and provide their own example.

THE SPOT

Minimize distractions in your environment. Some prefer darkness and silence, while others find background noise or instrumental music helpful. Time yourself if needed, setting an alarm for 60 or 120 seconds. Invite a friend to join you in this practice and share your experiences throughout the week.

BIBLE EXAMPLES

If the lack of direction frustrates you, turn to 1 Kings 19:13. Imagine yourself in the same situation as Elijah when God spoke to him in a "still, small voice." Read the whole story in 1 Kings 19 if you need to.

You may also want to read one of the Bible Stories about Jesus and listen to what Christ says in the story. Good places to find stories about Jesus are Matthew 9, Mark 4, Luke 7 or John 4.

Other (what would be a good time and environment for you to listen to God?)

_____

_____

_____

JOURNALING

Some people keep journals that go beyond simple wish lists or prayer requests. These writings capture their thoughts and feelings in sentences and paragraphs. While it may not be as effective as praying aloud or silently, writing can enhance the process. Over time, they revisit these entries for spiritual renewal. Journaling can be a daily habit or done sporadically, in short or long entries.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF JOURNALING

Participants read the given examples and provide their own example.

SHARING PERSONAL THOUGHTS WITH GOD

When I think back on this past week, I'm glad I didn't know in advance what was going to happen. Too many times I've wished You would show me what's going to happen in the next day or two so I could be better prepared. This could be my controlling issue coming through again, as if I can control the future, or certain aspects of the future that I clearly cannot control. The trust in You continues to be something that I say and something that I mean, but then I go back to trying to take care of it on my own.

DUMPING ON GOD

Why don't you do something, God? I keep praying and praying and praying and nothing seems to happen. Are you there? Do you care? Have you forgotten about me? Right now, it

seems we're alone on planet Earth. The stories of the Bible seem to be like fairy tales. I'm so frustrated. I feel alone. I want to quit. I can't believe I'm saying/writing this, but it's really the way I feel right now.

I'm back. It's been over an hour since I wrote the last paragraph. Wow! Things can change in an instant when they haven't changed in a week. I'm glad that I was able to dump that last paragraph on you, God, and not on anybody else. Thanks for listening to me and for being Lord of everything, including me and my little life.

Other (give an example of your own)

_____

_____

_____

10. Drawing, Creating, Doodling, Jamboard

While some people write prose or journal, others are more visual and draw or even scribble. Some people even find it easier to focus when their space allows them to be creative and let their hands shape their ideas or thoughts. This can be done individually or with partners. You can do this in community with something like Jamboard – an online bulletin board where people can draw, write, or do other kinds of creative work. These can be saved or discarded.

LEARNING ACTIVITY – WORKSHEET, DRAWING, DOODLING, JAMBOARD

Draw Your Prayer Request to God

Write a Praise You Have for God at This Time

_____

_____

_____

Other (give an example of your own)

_____

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11. Music

Music continues to be a universal language. It often deeply touches emotions more powerfully than thoughts. Even instrumental music conveys messages or experiences. An early idea for prayer was prayer through Psalms, but that's taking the songbook of the Bible and just praying the words of the songs. We don't have the music, which may be a good thing, because some may have the idea that only Israeli music would be acceptable to God. Some create music, some use existing music, and some even create playlists that they can use to pray to God.

LEARNING ACTIVITY – WORKSHEET, MUSIC

Participants read the given examples and provide their own example.

PRAY AN EXISTING SONG

This can be a children's song or a hymn, or it can be something more contemporary. Some sing or play songs as a prayer to God, while others play music from their playlist.

CREATE YOUR OWN MUSIC

This can be an original piece or your own arrangement of an existing piece of music. This isn't about performing, it's about communicating with God, the One who invented music.

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12. Popcorn Prayer

Pray single-word prayers instead of complete sentences. This practice is usually used in group prayer, especially when people may feel inhibited because they are afraid they will not be able to speak eloquently enough. A single word invites more participation. For example, a person could say, "Family," and the listeners would have no idea whether the speaker was thankful for their family, tired of their family, or something else. But God knows. The awkwardness of silence is not a problem because, like popcorn in the microwave, there are times when nothing seems to happen. There are times when two people say their word at the same time, like two kernels popping at the same time. It's okay; God understands. Popcorn prayers can also be used individually. This is when a person prays in short bursts rather than full sentences. And silence is okay, too.

LEARNING ACTIVITY – WORKSHEET, EXAMPLES OF POPCORN PRAYER

Participants read the given examples and provide their own example.

ONE WORD PRAYERS

. . . Family . . . Friends . . School . . . . . Homework . . . . . Church . . . . Youth Sabbath School . . . Scripture . . . . . Grandparents . . . . Courage . . . . . Volleyball . . . . . Food . . . . . Desserts . . . Forgiveness . . . . . AMEN.

ANOTHER EXAMPLE

. . . . Today . . . . Tomorrow . . . . . Yesterday . . . . . Celebrations . . . Grades . . Learning . . . . . Soccer . . . . . Football . . . . Basketball . . . . . Pickleball . . . . . . Humor . . . . . Tommy . . . . . Parents . . . Finals . . . Embarrassment . . . . Energy . . . Money . . . . . Independence . . . . . Unity . . . . Prayer . . . . . AMEN.

Other (give an example of your own)

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13. Conversational Prayer

Conversational prayer involves group prayer using casual language and conversation rather than a King James Version type of prayer or something very formal. In conversational prayer, instead of ending with "Amen", leave sentences open for others to add or change topics. Keep comments brief, allowing others to contribute. You can add another sentence later. Periods of silence are okay just as they are in a group conversation.

LEARNING ACTIVITY – WORKSHEET, CONVERSATIONAL PRAYER

Participants read the given examples and provide their own example.

A VARIETY OF TOPICS

Lord, I'm just so thankful that we can talk to you like this . . . And I hope we can find ways to reach more people beyond our Youth Sabbath School class . . . . . Please give me more patience with my little brother who so often gets on my nerves . . . As we look at some verses in the Bible, please send Your Holy Spirit so that we'll know what You want us to know . . . . . I'm amazed, God, at how you're able to keep the universe on track . . . . . I want to go on a mission trip, but I'm not sure I can raise enough money, so please help me, Lord. . . . . When our youth praise band leads in the church service, please let everyone join in and not criticize. . . . Jesus, please make us more like You. Amen.

CONTINUING ON A GIVEN TOPIC

Jesus, we're about to begin our Bible study portion of Youth Sabbath School . . . . Please send your Holy Spirit to guide us . . . . We don't just want this to be a head trip, we want it to move our hearts as well . . . . And our actions as well! . . . . We are grateful for our teacher who is helping us by making this more of a discussion rather than a lecture . . . . I'm so glad that we have so many translations, especially in places where parts of the Bible seem to be difficult to understand. . . Jesus, we need You to help us remember what we've learned after we leave today. . . . and also to put it into practice in the way we live. Amen.

Other (give an example of your own)

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SUMMARY

Prayer is a conversation with God. We shared 15 ideas for prayer. These included:

1. Just Talk with God
2. Help, Thanks, Wow, Others
3. Categorically Praying
4. Pray a Psalm (or Other Portion of Scripture)
5. Pray Another Person's Prayer
6. Push and Pull
7. Prayer Walk
8. Prayer Room
9. Breath Praying
10. Listening to God
11. Journaling
12. Drawing, Creating, Doodling, Jamboard
13. Music
14. Popcorn Prayer
15. Conversational Prayer

Try these as you and those in your Youth Sabbath School communicate with God using various forms of prayer – as a group and individually.

A WEBSITE WITH YOUTH SABBATH SCHOOL HELPS!

This website is created just for Youth Sabbath School leaders. It features opening activity ideas, video clips, music suggestions and Bible study options that go along with the weekly Cornerstone Connection lessons. You will also find ideas for mission, application and youth leader tips. Lesson ideas are added every week so check it out!

SABBATH SCHOOL LEADERS CONNECT ON FACEBOOK

Are you looking for more ideas for your Youth Sabbath School? Do you want to share what you are doing that is working really well?

We are building a Facebook community to share and connect with people who are passionate about Youth Sabbath School. Join today to post your pictures, ideas and questions.

Like us today.

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