SPIRITUAL GROWTH

YOUTH SABBATH SCHOOL LEADERSHIP TRAINING

Leader's Guide

YOUTHSABBATHSCHOOLIDEAS.ORG

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Your name

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YOUTH SABBATH SCHOOL IDEAS

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

Additional copies of this resource are available from:
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INTRODUCTION

Prerequisites

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

Overview of Workshops

WORKSHOP 1 - IMAGINE

This workshop aims to present different ways to conduct Sabbath School, encouraging creativity and meaningful engagement for youth. It includes sessions on visualizing Jesus, imagining Jesus in Sabbath School, exploring Jesus' life, and personal applications for youth leaders.

HANDOUTS:

1. Worksheet – Jesus in Your Sabbath School
2. Worksheet – Jesus' Life

WORKSHOP 2 - GROW

This workshop explores the growth of relationships within Sabbath School ministry. This topic is particularly relevant in today's society where interaction within our community is vital. Despite living in times marked by separation and isolation, fostering strong connections remains essential. To illustrate relationship development, we will use the analogy of a baseball diamond.

HANDOUTS

1. Worksheet – People Who Are Important to Me
2. Worksheet – What We Can Do and Cannot Do
3. Worksheet – Jesus' Example

WORKSHOP 3 - NETWORK

This workshop focuses on "NETWORK," which refers to "RESOURCES" in the form of people and materials.

HANDOUTS

1. Worksheet – My People – My Team
2. Worksheet – People
3. Worksheet – Materials

WORKSHOP 4 - INTEGRATE

This workshop focuses on the importance of integrating and applying God's Word into daily life, particularly within the context of Youth Sabbath Schools. It emphasizes that the Bible is meant to transform lives, not just provide information. This workshop is designed to help leaders nurture spiritual growth by teaching them how to apply Scripture effectively. Key components include

understanding the reasons why some individuals struggle to incorporate Scripture into their lives and providing a process for applying biblical truths. The workshop includes various learning activities and handouts to facilitate this process. The ultimate goal is to move truth into action and encourage youth to respond to God's calling.

HANDOUTS

1. Worksheet – Scripture Applications
2. Worksheet – Reasons We Don't Apply God's Truths to Our Lives
3. Worksheet – Let's Try This!
4. Worksheet – Application Ideas

WORKSHOP 5 - TRANSFORM

This workshop will focus on the spiritual growth of young people. When we think about spiritual growth, it's not easy to identify or define. However, we will explore the source of "spirituality" and distinguish spiritual styles from spiritual stages.

HANDOUTS

1. Worksheet – Your Spiritual Experience Diagram
2. Worksheet – About Youth Spirituality
3. Worksheet – Truth or Myth
4. Worksheet – Stages of Spiritual Development
5. Worksheet – Bible Examples

WORKSHOP 6 - EXPLORE

In this module, for the word "explore," we will examine communion, communicating, and community. When and where do you experience "community"? Community is a sought-after experience, but it requires time and investment to achieve. We will review the four steps (going around the bases) to reach "home" (community).

HANDOUTS

1. Worksheet – WHEN & WHERE do You Experience Community?
2. Worksheet – Ideas for Building Community
3. Worksheet – To Summarize and Consider

WORKSHOP 1
IMAGINE

Description

This session aims to present different ways to conduct Sabbath School, encouraging creativity and meaningful engagement for youth. It includes sessions on visualizing Jesus, imagining Jesus in Sabbath School, exploring Jesus' life, and personal applications for youth leaders.

The participants will engage in activities designed to help them visualize Jesus. They will use their imagination to picture what Jesus might look like and examine if this image aligns with their view of Christ. Participants will consider the impact and implications if Jesus were to visit their church, especially within the context of the Sabbath School class. They will analyze biblical narratives about Jesus and how His actions often diverged from the cultural norms of the church. Additionally, they will brainstorm and discuss ideas on how to prepare for and respond to Jesus' coming into their Youth Sabbath School.

Audience / Participants

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

RESOURCE MATERIALS

1. Spiritual Growth – Leader's Guide. Advent*Source*
2. Spiritual Growth – Participant's Guide. Advent*Source*

HANDOUTS

1. Worksheet, Jesus in Your Sabbath School
2. Worksheet, Jesus' Life

What Your Participants Will Learn

Participants will learn to visualize Jesus, explore His potential impact on their Sabbath School, analyze His actions in the Bible, and brainstorm ways to prepare for His coming.

How Do You Imagine Jesus?

In the Bible, Jesus often diverged from the cultural norms of His time. Here are a few examples:

Healing on the Sabbath: Jesus healed people on the Sabbath, which was considered a day of rest and no work by the Jewish law. This act was seen as controversial and against the cultural norms of the time (Luke 6:6-111, Luke 13:10-172).

Associating with Sinners and Tax Collectors: Jesus often spent time with individuals who were considered sinners and outcasts, such as tax collectors and prostitutes. This was against the cultural norms, as these individuals were generally shunned by society (Luke 19:1-103).

Speaking to Women in Public: Jesus spoke to women in public and treated them with respect, which was against the cultural norms of His time. For example, His conversation with the Samaritan woman at the well (John 4:7-26) was highly unconventional.

Challenging Religious Authorities: Jesus often challenged the religious authorities and their interpretations of the law. He criticized the Pharisees and Sadducees for their hypocrisy and legalism (Matthew 23:1-36).

Cleansing the Temple: Jesus drove out the money changers and merchants from the temple, accusing them of turning a house of prayer into a den of robbers. This act was seen as a direct challenge to the religious and economic practices of the time (Matthew 21:12-134).

These actions often led to praise from some and persecution from others, highlighting the transformative and sometimes disruptive nature of Jesus' ministry.

LEARNING ACTIVITY – HOW DO WE IMAGINE JESUS?

1. Engage the participants in activities that encourage visualization and imagination. Ask the participants to use their cell phones to search the internet for pictures of Jesus. Once they have found several images, invite the participants to "visualize" what Jesus would look like. Which picture of Jesus fits their view of Christ?
2. Participants will share with the group:
3. What would Jesus look like?
4. Would they recognize Him?
5. What would Jesus say to them?
6. What would Jesus do?
7. Would you want Jesus to return?

Jesus in Your Sabbath School

KEY POINTS OF JESUS' IMPACT IN THE YOUTH SABBATH SCHOOL

1. Visualizing Jesus: Participants will use their imagination to picture what Jesus might look like and examine if this image aligns with their view of Christ. They will consider the impact and implications if Jesus were to visit their church, especially within the context of the Sabbath School class. Participants will use their imagination to visualize Jesus visiting their Sabbath School, discussing His appearance, actions, and impact.

2. Brainstorming and Discussion: Participants will brainstorm and discuss ideas on how to prepare for and respond to Jesus' coming into their Youth Sabbath School. This includes exploring the emotions, conversations, and transformations that might occur if Jesus visited their church.

LEARNING ACTIVITY – JESUS IN YOUR SABBATH SCHOOL

IMAGINE Jesus walking into your Sabbath School and sitting down with the young people in the room. Picture the profound impact His presence would have and explore the emotions, conversations, and transformations that might occur.

1. Depending on the size of your class, divide the class into groups of three or four. If you have a small class, the youth can do this activity together as one group.
2. Have students use their imagination to answer the following questions:
3. What would happen if Jesus came to your Sabbath School and church this Sabbath?
4. What would Jesus look like?
5. Would you recognize him?
6. What would Jesus say?
7. What would Jesus do?
8. Would you want Jesus to return?

Jesus' Life

Analyze biblical narratives about Jesus, focusing on how His actions often diverged from cultural church norms. This will help them understand the transformative and disruptive nature of Jesus' ministry. Use the same five questions from Session 2 to explore these stories.

LEARNING ACTIVITY – JESUS' LIFE

1. Depending on the size of your group, you can do this in breakout groups or as a whole group.
2. Explore the Bible stories listed below and invite them to place themselves in the Bible stories using the five questions below.
3. Invite them to share with the group.
4. What would Jesus look like?
5. Would you recognize him?
6. What would Jesus say?
7. What would Jesus do?
8. Would you want Jesus to return?

Luke 2:21-38 – Dedication of Jesus at the temple.

Luke 2:41-50 – Jesus went to the temple at the age of 12 for His first Passover celebration.

Luke 4:14-30 – Jesus became popular.

Luke 4:31-37 – Jesus cleansed a demoniac who came to church one Sabbath.

Luke 6:6-11 – Jesus healed a man with a deformed hand.

Luke 13:10-17 – Jesus healed a stooped over woman at church on Sabbath.

Luke 19:35-44 – Christ's disciples and the crowd led Jesus to the temple with a parade that proclaimed Jesus as king and Messiah.

Luke 19:45-48 – Jesus entered the temple. (Matthew 21:12-16 includes the blind and lame who came to the temple after Jesus cleansed it, and Jesus healed them.)

Luke 21:1-4 – Jesus highlighted the widow's gift in contrast to the wealthy givers at church.

Youth Leader's Personal Applications

This section includes personal applications for youth leaders, helping them reflect on how they can incorporate the lessons learned into their leadership and interactions with the youth.

As you reflect on the Scriptures reviewed in previous activity, here are some questions to consider:

1. Will Jesus come to my Youth Sabbath School?
2. Has he been to my Youth Sabbath School in the past? (see Matthew 18:20)
3. What happens when I see Jesus in Youth Sabbath School? (Matthew 25:40)
4. Am I "Jesus" to the Youth in my Sabbath School?
5. Are the youth in my Sabbath School "Jesus" to me?

WHAT IDEAS DO YOU HAVE FOR PREPARING AND RESPONDING WHEN JESUS COMES TO YOUR YOUTH SABBATH SCHOOL?

SUMMARY

This workshop emphasizes understanding Jesus' unexpected actions in the Bible, inviting Him to Sabbath School, and reflecting on personal applications for youth and their leaders. Here are the key points:

Understanding Jesus' Actions: Participants learned about the unexpected and sometimes disruptive actions of Jesus as depicted in the Bible. This helped them understand the transformative nature of His ministry.

Inviting Jesus to Sabbath School: Encourage participants to imagine and invite Jesus into their Sabbath School, considering the profound impact His presence would have.

Reflecting on Personal Applications: Reflect on how participants can incorporate the lessons learned into their leadership and interactions with youth.

Challenging Preconceptions: Encourage participants to notice the varied reactions to Jesus' presence in the Scriptures.

Five Guiding Questions: Use five key questions to guide participants' reflections and discussions:

1. What would Jesus look like?
2. Would you recognize Him?
3. What would Jesus say?
4. What would Jesus do?
5. Would you want Jesus to return?

WORKSHOP 2
GROW

Description

This workshop explores the growth of relationships within Sabbath School ministry. This topic is particularly relevant in today's society where interaction within our community is vital. Despite living in times marked by separation and isolation, fostering strong connections remains essential. To illustrate relationship development, we will use the analogy of a baseball diamond.

Audience / Participants

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

RESOURCE MATERIALS

1. Principles of Spiritual Growth – Leader's Guide. Advent*Source*
2. Principles of Spiritual Growth – Participant's Guide. Advent*Source*
3. A Place to Belong, 2014, Steve Case & Hubert Cisneros. Advent*Source*

HANDOUTS

1. Worksheet – People Who Are Important to Me
2. Worksheet – What We Can Do and Cannot Do
3. Worksheet – Jesus' Example

What Your Participants Will Learn

Participants will learn about the importance of developing relationships within their church community. They will also be instructed on the process of building such relationships using the analogy of a baseball diamond:

- 1st Base – History
- 2nd Base – High 5
- 3rd Base – Help
- Home Plate – Home / Fellowship

People Who Are Important to Me

Everyone has people in their lives who are important to them, and young people are no exception.

LEARNING ACTIVITY – PEOPLE WHO ARE IMPORTANT TO ME

In this activity, participants are encouraged to write down a list of five individuals they consider close to them. This exercise helps participants reflect on their relationships and recognize the significance of the people in their lives. By engaging in this activity, individuals can connect through shared memories and experiences, laying the foundation for a relationship built on mutual understanding and empathy.

1. Encourage your students to write down a list of five individuals they consider close to them. Next to each name, write what kind of relationship they have with them: friend, spouse, sibling, nuisance, etc.
2. Once they have written their list, have them share the list with their group (making it optional for those who do not wish to share).

1. _____

2. _____

3. _____

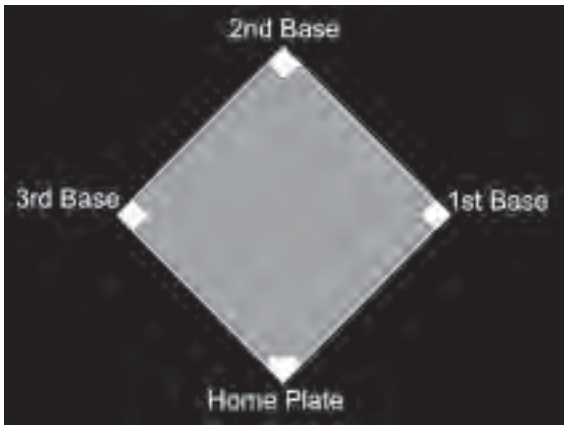
4. _____

5. _____

4 Basic Keys for Relationships

The 4 Basic Keys for Relationships using the baseball diamond analogy are a great way to understand how relationships develop and grow.

The four bases represent different stages of relationship development. Each base represents a key aspect of building and maintaining relationships, and you need to go around all the bases to score a run, which symbolizes achieving a strong and meaningful relationship. By following these steps, you can develop strong and meaningful relationships within your church community or any other group.



Let's identify some of the basic keys to relationships. These will apply to relationships with:

1. Friends
2. Family
3. Romance
4. Different ages
5. Jesus/God

Let's identify the bases and actions that can help enhance relationships, while also noting things to avoid in order to foster improvement.

1ST BASE – HISTORY

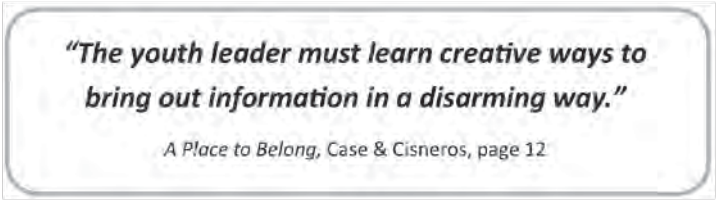
> ***"History is getting the individual young people to share something about themselves."***
>
> *A Place to Belong*, Case & Cisneros, page 12

In the 1st Base is the History stage. Relationships begin by sharing simple and even superficial information about yourself. This includes details such as your name, where you go to school, your friends, your family, and what activities you enjoy. Communities often form among those who share a sense of identity, such as ethnic communities that share aspects of their culture and heritage – their HISTORY.

By engaging in these activities, individuals can connect through shared memories and experiences. Discussing their backgrounds and the details of their early lives helps lay the foundation for a relationship built on mutual understanding and empathy. Sharing stories about your childhood home or favorite family traditions can create a sense of connection and common ground.

For example, you might start by saying, "Hi, my name is Alex. I go to Central High School, and I love playing basketball with my friends. I have a younger sister, and a dog named Max. In my free time, I enjoy reading mystery novels and hiking."

By sharing these simple details, you open the door for others to relate to you and find common ground. This initial step is crucial because it sets the tone for deeper connections, and more meaningful conversations. When people feel understood and valued for who they are, they are more likely to open up and build trust. This foundational step is essential for developing strong and meaningful relationships within any community.



LEARNING ACTIVITY – HISTORY DRAWING EXERCISE

1. Provide your participants with a piece of paper.
2. Ask them to draw a picture of the house they used to live in when they were 6 years old or younger. Encourage the participants to share it with the group.
3. Have participants draw a picture of their kitchen table when they were 6 with everyone sitting around the table. Encourage them to share this picture with the rest of their group.
4. NOTE: you can find this activity in the Book A Place to Belong by Steve Case & Hubert Cisneros, page 22 - Advent*Source*.

LEARNING ACTIVITY – EXPLORE THE BOOK A PLACE TO BELONG BY STEVE CASE & HUBERT CISNEROS

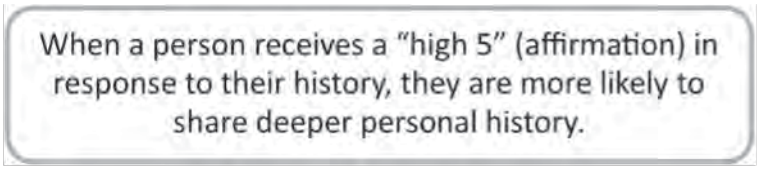
OPTIONAL: For creative ways to do "history" and group activities for large or small groups, invite your participants to visit, https://www.adventsource.org/

1. search?query=A+Place+to+Belong+by+Steve+Case+%26+Huber+Cisneros&section=store
2. Invite your students to download or purchase a print copy of A Place to Belong by Steve Case & Hubert Cisneros.
3. Read page 12 of the book for fun and creative ideas.

2ND BASE – HIGH FIVE (AFFIRMATION)

This stage focuses on giving positive feedback based on the history shared at 1st Base. This stage is crucial because it helps to build trust and rapport. When you share a similar history with someone, it's easier to give a "high five" or positive reinforcement. This positive feedback can be as simple as acknowledging shared experiences, interests, or values. By doing so, you create a sense of connection and mutual understanding, which strengthens the relationship.

For example, if someone shares that they enjoy playing soccer, and you also enjoy playing soccer, you can affirm this by saying, "That's awesome! I love playing soccer too. It's such a great way to stay active and have fun." This kind of positive reinforcement not only validates the other person's interests but also highlights common ground, making it easier to build a deeper connection.



The key is to be genuine and specific in your affirmations. Instead of giving generic compliments, focus on the details shared during the first base. This approach shows that you are truly listening and valuing the other person's experiences, which is essential for building trust and rapport.

During the 2nd Base – High Five (Affirmation) stage, there are a number of common mistakes that you should avoid, making sure that your positive feedback is effective and genuine:

Being Insincere: Avoid giving compliments that don't feel genuine. Insincere praise can be easily detected and can damage trust rather than build it. Make sure your affirmations are heartfelt and based on true observations.

Being Vague: Generic compliments like "You're great" or "Good job" don't have the same impact as specific feedback. Focus on the details shared during the 1st base to make your affirmations more meaningful. For example, instead of saying "Nice work," you could say, "I really appreciate how you explained that concept clearly."

Overdoing It: While positive reinforcement is important, overdoing it can come across as insincere or patronizing. Balance your affirmations with genuine interest and engagement in the conversation.

Ignoring Differences: While it's easier to give a "high five" when you share a similar history, it's important not to ignore or dismiss differences. Acknowledge and respect the unique experiences and perspectives of others, even if they differ from your own.

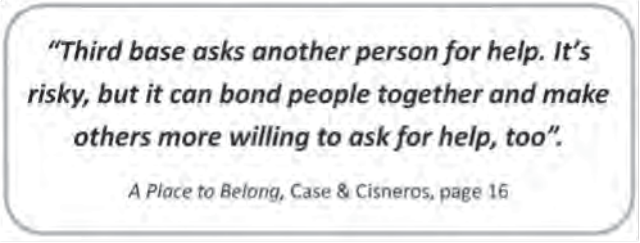
Interrupting: Avoid interrupting the other person while they are sharing their history. Listen actively and wait for them to finish before offering your positive feedback. This shows respect and attentiveness.

Focusing Only on Achievements: Positive reinforcement should not be limited to achievements or successes. Acknowledge efforts, progress, and even small steps taken by the other person. This encourages a growth mindset and shows that you value their journey, not just the end results.

By avoiding these common mistakes, you can ensure that your positive feedback during the 2nd Base – High Five (Affirmation) stage is effective in building trust and rapport.

3RD BASE – HELP (WILL YOU HELP ME?)

At this stage, the relationship deepens as you begin to ask for and offer help. This stage can make a person feel vulnerable, but it is essential for developing a sense of closeness and interdependence. Most people won't go to the 3rd base unless they have received a lot of positive reinforcement or are in a desperate situation. This makes a person vulnerable. Without the third base, the relationship will go no deeper than just being nice. However, with the 3rd base, you start to experience a level of closeness and interdependence that you would not experience any other way.



Here are some examples of how to ask for help effectively during the 3rd Base stage:

Direct and Specific Request: "Hey, I'm working on a project for our Youth Sabbath School, and I could really use your expertise in organizing the event. Could you help me with the planning and coordination?" Or "Could you help me with the music?"

Expressing Vulnerability: "I'm feeling a bit overwhelmed with my responsibilities at school and church. Would you be able to help me manage my schedule and prioritize my tasks?"

Offering Help in Return: "I noticed you're really good at graphic design. I'm struggling with creating a flyer for our upcoming event. Could you help me with that? In return, I can assist you with any writing tasks you might have."

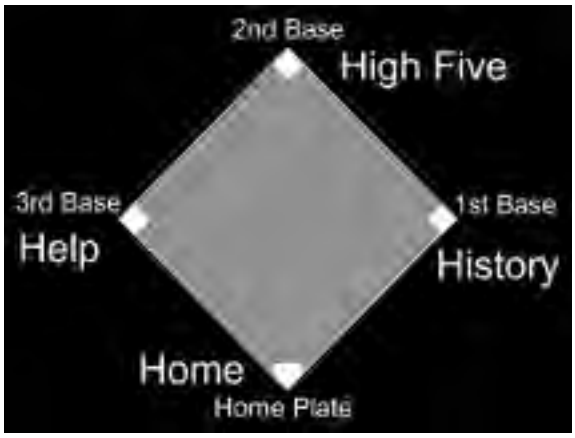
Seeking Advice: "I'm trying to improve my public speaking skills for our next meeting. Could you give me some tips or feedback on my presentation?"

Collaborative Approach: "We have a community service project coming up, and I think it would be great if we could work together on it. Would you be interested in teaming up and helping each other out?"

By asking for help in these ways, you not only show that you value the other person's skills and input but also create opportunities for deeper connections and mutual support.

HOME PLATE – HOME

This is the ultimate goal of the relationship where you achieve a sense of fellowship and belonging. However, you can't skip the other bases to get here. You must go around all the bases to make fellowship a reality in your relationships. When people trust each other to share their vulnerabilities, your youth group will begin to experience something that most people desire but don't ever get – Home: A Place to Belong.



Achieving fellowship at Home Plate involves creating a sense of belonging and deep connection within the group. Here are some team-building exercises that can help build relationships within your group:

Sharing Personal Stories: Encourage group members to share personal stories and experiences that have shaped who they are. This helps build empathy and understanding among the group.

Group Activities: Organize group activities that require collaboration and teamwork. This could include community service projects, team-building exercises, or recreational outings.

Open Discussions: Create a safe space for open discussions where group members can share their thoughts, feelings, and concerns without fear of judgment. This fosters trust and mutual respect.

Support Systems: Establish support systems within the group where the youth in your Sabbath School class can rely on each other, and others, for help and encouragement. This could involve mentorship programs, prayer groups, or accountability partners.

Celebrating Milestones: Celebrate important milestones and achievements of group members. This could include birthdays, graduations, or personal accomplishments. Recognizing and celebrating these moments strengthens the sense of community.

Regular Gatherings: Hold regular gatherings or meetings where members of your Youth Sabbath School can connect and bond. This could be weekly Sabbath School meetings, social events, or informal get-togethers.

By implementing these team-building exercises, your group can develop strong and meaningful relationships, creating a sense of fellowship and belonging.

> ***"When people trust each other to share their vulnerabilities... your youth group will begin to experience something that most people desire but don't ever get—Home: A Place to Belong".***
>
> *A Place to Belong*, Case & Cisneros, page 18

Things We Can Do & Not Do

Find out what you can do and cannot do at each base to promote and enhance relationships. This understanding is crucial for building strong and meaningful connections within the group.

LEARNING ACTIVITY

1. Invite your youth to find out what you can and cannot do at each base to promote and enhance relationships.
2. Prayerfully read the list of things you can do and cannot do.

1ST BASE

FIVE WAYS TO DO "HISTORY"

1. Do get-acquainted activities
2. Welcome new people
3. Share stories about your life
4. Make Bible study personal
5. Plan for activities to be interactive

FIVE WAYS NOT TO DO "HISTORY":

1. Give lectures of "talks"
2. Don't learn people's names
3. Focus on information
4. Sit in rows; face the front
5. Read aloud from printed stuff

2ND BASE

FIVE WAYS TO DO "HIGH 5"

1. Smile at individuals
2. Verbalize something positive
3. Share what you have in common with someone else
4. Literally give a "high 5"
5. Listen to what someone says

FIVE WAYS NOT TO DO "HIGH 5"

1. Stick only with people you already know
2. Be stoic (or even sneer at others)
3. Laugh and point at someone
4. Talk about only yourself
5. Use "put downs" on others

3RD BASE

FIVE WAYS TO DO "HELP"

1. Admit you need help
2. Take a risk with someone you trust
3. Make your need anonymous (if you're too afraid to make it your own)
4. Humbly help others
5. Be confidential

FIVE WAYS NOT TO DO "HELP"

1. Brag about yourself
2. Don't take others seriously
3. Gossip
4. Keep things light/superficial
5. Never admit you need help

HOME PLATE

FIVE WAYS TO DO "HOME"

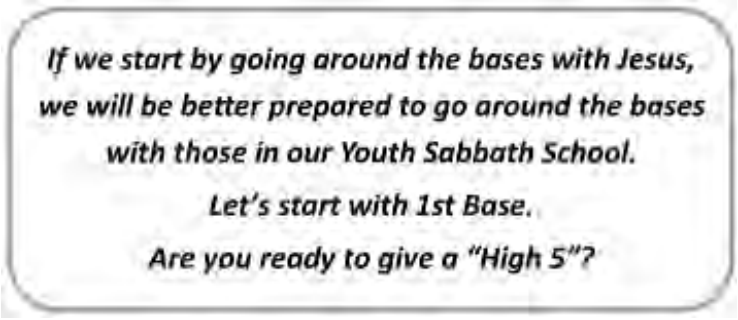
1. Keep going to other bases, too
2. Accept people
3. Admit mistakes
4. Ask for forgiveness
5. Celebrate God and others

FIVE WAYS NOT TO DO "HOME"

1. Look down on others
2. Be very private
3. Pointing out others' mistakes
4. Be demanding and critical
5. Never admit anything
6. NOTE: If you have a copy of the book A Place to Belong by Steve Case & Hubert Cisneros, you can find this information on pages 13-18. Advent*Source*.

Jesus' Example

Relationships form the foundation of all ministries. They are constantly renewed, especially in Youth Sabbath School.



LEARNING ACTIVITY – WORKSHEET – JESUS' EXAMPLE

Prayerfully read the story in John 4:1-42, which recounts the encounter between Jesus, the disciples, and the woman at the well. The disciples had gone into town to buy food, and Jesus, sitting by the well at noon, initiated a conversation with the woman who came to draw water. This story serves as an example of how Jesus started a relationship by asking for help. The interaction highlights the importance of starting with 1st Base (History) and moving through the bases to build a meaningful relationship.

1. Have your participants divided into groups of 2-3.
2. Invite each group to prayerfully read the story in John 4:1-42.
3. After reading the Bible story, have each group read the following statements and discuss and share their perspectives on each point.

Jesus and the woman at the well (We don't even know her name!)

1. Who started the conversation? (Jesus)
2. What did He say? (Will you give me a drink of water?)
3. What base did Jesus start at? (3rd base. Wait! You must start at 1st base.)
4. Jesus wants to have fellowship with us, so He is eager to get around the bases)
5. What did the woman say in response to Jesus' call for Help/3rd base?
6. (You are a Jew; I am a Samaritan woman – we need to start with some History/1st base.)
7. In our imagination, we see Jesus realizing that He would have to start with 1st base even though He wants the relationship to progress to great depth and intimacy. He continued the dialogue at 1st base by saying, "Go and get your husband."
8. "I don't have a husband," the woman replied (technically a true statement)

9. Jesus answered, "You are right. You've had five husbands and the man you are living with now isn't even your husband." In essence Jesus was telling this woman, "You want to talk history? Let's talk history. What history do you want me to tell you about yourself because I know all about you and I still started by asking you to help me!)
10. The woman replied, "I perceive you are a prophet." What base is she at now? (This is 2nd base "High 5" because there hasn't been a prophet for hundreds of years.)
11. Here is a rough paraphrase of Jesus' response, "Actually, I Am God/Messiah." Let that sink for a while. The God of the universe came to a Samaritan woman living with some man, and Jesus started by asking, "Will you help me?"

NOTE: This activity can be found in the book A Place to Belong by Steve Case & Hubert Cisneros, pages 19-22. Advent*Source*.

SUMMARY

Relationships form the foundation of life and ministry. They don't just happen; they develop over time. There are four basic steps for developing all kinds of relationships, which can be illustrated using the analogy of a baseball diamond:

1st Base – History: This is where relationships begin by sharing simple and even superficial information about yourself.

2nd Base – High 5: This stage focuses on giving positive feedback based on the history shared at the first base.

3rd Base – Help: At this stage, the relationship deepens as you begin to ask for and offer help.

Home Plate – Home/Fellowship: This is the ultimate goal of the relationship, where you achieve a sense of fellowship and belonging.

We identified ways to develop relationships at each base, as well as things not to do at each base. We also shared examples and brainstormed how we can move around the bases in our Youth Sabbath School.

WORKSHOP 3
NETWORK

Description

This workshop focuses on "NETWORK," which refers to "RESOURCES" in the form of people and materials.

Audience / Participants

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

RESOURCE MATERIALS

1. Principles of Spiritual Growth – Leader's Guide. Advent*Source*
2. Principles of Spiritual Growth – Participant's Guide. Advent*Source*
3. Youth Sabbath School Ideas : Cornerstone Connections
4. Power from the Parables - Advent*Source*
5. Quick Start Guide Complete Kit, https://www.adventsource.org/

HANDOUTS

1. Worksheet, My People – My Team
2. Worksheet, People
3. Worksheet, Materials

What Your Participants Will Learn

Participants will discover the Youth Sabbath Schools Network, connect with youth leaders, and access resources for leading youth Sabbath School effectively. This network offers a wealth of materials and guidance to ensure engaging and meaningful sessions for youth.

People Network

Having a group of people to network with is essential in youth ministry. A group of people who share the same beliefs, values, vision, and ideas. A group of people who pray together for the Holy Spirit's guidance in their leadership of the young people God brings to Sabbath school.

- Who do you network with for Sabbath School?
- How much time and money do you invest in them?
- What do you like about them?

LEARNING ACTIVITY – WORKSHEET, MY PEOPLE – MY TEAM

1. Prayerfully, the participants will make a list of people in their church whom they would like to work with on their Youth Sabbath School.
2. Next to each of their names, they will write down what kind of support they need from them in order to become a great Sabbath School leader?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LEARNING ACTIVITY – WORKSHEET – PEOPLE

From the next 3 options, the participants will choose the most helpful cartoons for them.

OTHER PEOPLE FOR YOUR YOUTH SABBATH SCHOOL

Participants will choose which of the following 6 cartoons is most helpful for them:

LET'S START OUR NETWORK

Connect with other Youth Leaders @ Facebook Page: Youth Sabbath School Ideas.

- Youth Sabbath School Ideas is a website created by the North American Division. It provides leaders with resources and ideas to present and discuss with Youth Sabbath School groups on a weekly basis. The website provides options for weekly lessons.

LEARNING ACTIVITY – VISIT THE FACEBOOK PAGE: YOUTH SABBATH SCHOOL IDEAS

Begin networking by connecting with other youth leaders on the Facebook page: Youth Sabbath School Ideas. Connect with other youth leaders now. https://www.facebook.com/YouthSabbathSchoolIdeas

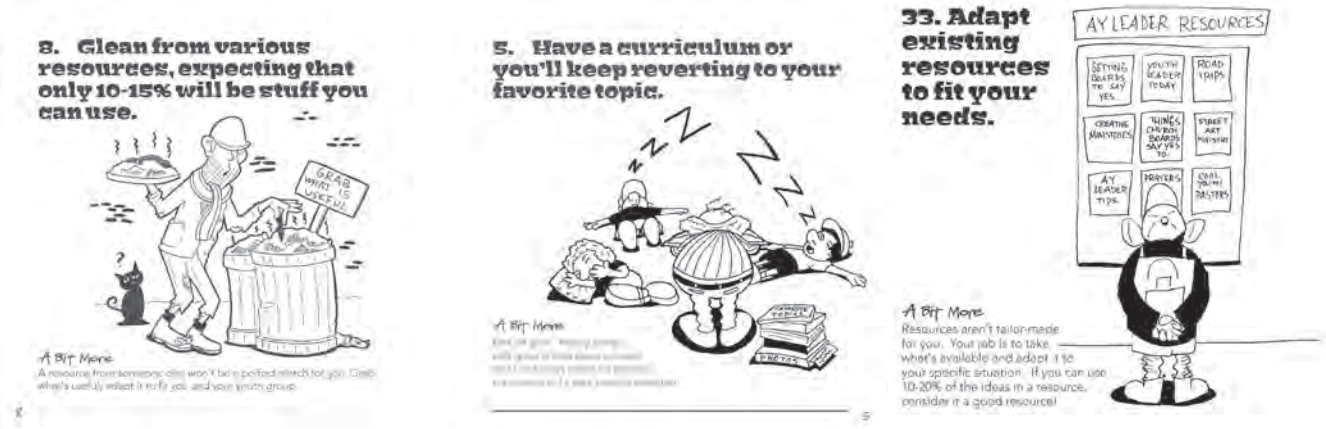
Materials

- What materials do you use for Sabbath School?
- What do you like about them?
- How much time and money does it cost you?
- What are resources others use for Youth Sabbath School?

The North American Division's Youth & Young Adult Ministries Department has developed a Youth Sabbath School Resources page. This resource is intended to support Youth Sabbath School leaders in organizing their weekly programs. By subscribing, you can join this vibrant Sabbath School Network and receive notifications when new resources become available.

LEARNING ACTIVITY – MATERIALS

- Youth Sabbath School Team, which of these three cartoons do you find most helpful?



LEARNING ACTIVITY – TRAINING FOR YOU AND YOUR YOUTH SABBATH SCHOOL TEAM

- Which of the following 4 cartoons is most helpful for you?

LEARNING ACTIVITY – WWW.YOUTHSABBATHSCHOOLIDEAS.ORG/ABOUT

- Visit the website Youth Sabbath School Ideas : About Us for resources to enhance your Sabbath School program.
- Please consider subscribing to the weekly newsletter.

Materials for Leaders

You Are a Leader by Seth Yelorda – this book provides leadership examples and traits, along with exercises to develop your skills. Chapters include: The Making of a Leader, The First Person You Lead, The 3 C's of Leadership, Discovering Your Leadership Shape, and more. It aims to help you maximize your influence as a leader. https://www.adventsource.org/store/youth-ministries/leadership/you-are-a-leader-41278

Connect with Others – Staying in touch with other leaders can be beneficial. One way to achieve this is through the Youth Sabbath School Ideas Facebook page, which serves as a community for Sabbath School leaders. https://www.facebook.com/YouthSabbathSchoolIdeas

LEARNING ACTIVITY – VISIT AND EXPLORE THE WEBSITE ADVENTIST YOUTH NORTH AMERICAN DIVISION YOUTH & YOUNG ADULTS MINISTRIES OF THE SEVENTH-DAY ADVENTIST CHURCH - ADVENTIST YOUTH MINISTRIES - NAD

- Visit and explore the Facebook Page: North American Division Youth and Young Adult Ministries.

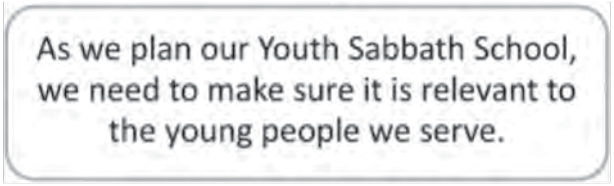
Advent*Source* – If you're a new youth ministries leader, Advent*Source* is a great place to find resources. You can download a free Quick Start Guide https://www.adventsource.org/ministry-plus/downloads/youth-ministries-quick-start-guide-3875 and ministry description, find recommended resources, and much more. https://www.adventsource.org/ministry-plus/tool-kits/youth-ministries-3911

LEARNING ACTIVITY – VISIT AND EXPLORE HTTPS://WWW.ADVENTSOURCE.ORG/MINISTRY-PLUS/MINISTRY-QUICK-START

Use the Advent*Source* link to find resources for youth programs.

OneTeam Mental Health Series – This material is available for purchase or can be downloaded for free at www.OneTeamMentalHealth.org. It is a 7-part series that covers topics such as depression, suicide, and anxiety. These resources provide methods for obtaining assistance, tools for recovery, brain training, and strategies for maintaining health.

Let's Get Practical!



Visit www.YouthSabbathSchoolIdeas.org for Sabbath School lessons with videos that consider current global events. This approach enables youth leaders to engage with young individuals about issues pertinent to their lives and society.

These lessons are based on a Bible story or passage and include an introductory video, questions for deeper discussion, and supporting texts that highlight biblical principles and their application. The components can be customized and combined as needed.

Think about your specific setting and the young people in your Youth Sabbath school. Prayerfully choose the components you will use as you seek to involve them in the study and application of the Bible for this week. Remain attuned to the guidance of the Holy Spirit as you develop your plan and continue to follow this guidance during Sabbath School.

LEARNING ACTIVITY

1. Invite your participants to explore the weekly lessons resources at www.YouthSabbathSchoolIdeas.org.
2. Recognizing each youth group is unique, participants will pray for guidance from the Holy Spirit to tailor their Sabbath School for their group.

SUMMARY

We aim to provide ample material so you can select the best ideas for your Youth Sabbath School.

- Sign up for weekly email notifications by clicking "Newsletter Sign Up" on the home page of www.YouthSabbathSchoolIdeas.org.

WORKSHOP 4
INTEGRATE

Description

Working with young people can be enjoyable and fulfilling if you possess the right skills. Without these skills, your Sabbath School might become lackluster and unwelcoming. This module will help identify the weakest link in our Sabbath School ministry.

As a leader, your primary objective is to nurture spiritual growth within your group. Understanding how to integrate and apply Scripture to daily life is crucial. This module is designed to provide you with the tools necessary to enhance youth Bible integration and application.

INTEGRATE = Moving Truth Into Action = APPLICATION

Bible scholars point out that the "difficult passages in the Bible" are not the ones that are hard to understand, but the ones that are easy to understand but hard to do.

Audience / Participants

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

RESOURCE MATERIALS

1. Principles of Spiritual Growth – Leader's Guide. Advent*Source*
2. Principles of Spiritual Growth – Participant's Guide. Advent*Source*

HANDOUTS

1. Worksheet, Scripture Applications
2. Worksheet, Reasons We Don't Apply God's Truths to Our Lives
3. Worksheet, Let's Try This!
4. Application Ideas

What Your Participants Will Learn

Participants will understand the importance of applying Scripture to their lives, the reasons why some individuals do not incorporate Scripture into their lives, and the steps involved in the application process of Scripture.

Applying Scriptures

The application of God's Word is of vital importance. God intended for us to use the Bible to help us live, not just to read it. The Bible is meant to transform, not just inform.

1. In the IGNITE acronym, the second "I" stands for "Integrate."
2. For our purposes, this means applying God's truths to our lives.
3. Call it "Moving Truth Into Action," "Applying" or "Integrating" the Scriptures into our lives.
4. "Application" means living out the truths God gives us. James 1:22-25.

Instead of working out the application/integration for a passage of Scripture, let's consider a process we could use to apply any passage of Scripture to our lives. Let's try a Bible story that is not as familiar as "David and Goliath" (1 Samuel 17), but more familiar than Ehud and Eglon (Judges 3). See the following learning activity:

LEARNING ACTIVITY – WORKSHEET – SCRIPTURE APPLICATIONS

- The participants will read Genesis 35:1-5 (NIV) and will write down their thoughts and feelings as they go through the readings.

How are we supposed to apply this Scripture to our lives today?

1. Move to Bethel? * Move somewhere other than where we live now?
2. Get rid of the gods you carry with you? * Bury your cell phone?
3. Build an altar to your parent's God? * Become old-fashioned in your religion?
4. Give your gods and earrings to your dad to bury? * No more jewelry; remove any tattoos?
5. Go, and the terror of God will fall on others? * Go strut, and don't worry about it?

Someone else might try to apply Genesis 35:1-5 in this manner:

1. Clean yourself outside (take a shower, wash clothing)
2. Clean yourself inside (repentance, confession)
3. Bury your god(s) (eliminate anything more important to you than God)
4. Worship at the altar to Yahweh (bow in awe before God—church, nature, devotional time, with a mentor/spiritual guide)

At the end of the Sermon on the Mount, Jesus said, "*Everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock*" (Matthew 7:24 NIV).

The application of God's word is of the utmost importance.

Reasons We Don't Apply God's Truths to Our Lives

Applying God's truths to our lives can be challenging for several reasons. We may not know or understand these truths, or we might resist their applications, preferring to follow our own paths. In Youth Sabbath School, young people often fear rejection if they apply God's truths.

Additionally, there is limited time during classes to cover both lessons and applications, and some youth are not ready to commit. Furthermore, there is often little follow-up or community support outside of Sabbath School to hold each other accountable.

LEARNING ACTIVITY – WORKSHEET, REASONS WE DON'T APPLY GOD'S TRUTHS TO OUR LIVES

1. Participants will jot down thoughts and emotions while reading the list bellow of reasons why applying God's truths to our lives is challenging.
2. Participants will actively engage with the material, reflecting on their personal experiences and barriers to applying divine principles. They will identify the underlying causes of their struggles and explore ways to overcome them.
3. Encourage participants to share their insights and support one another in their spiritual journeys.

Why is it So Hard to Apply God's Truths to Our Lives?

1. We don't know the truth(s)
2. We don't understand the application(s)
3. We don't want the application(s)
4. We aren't asked to apply God's truths to our lives; no commitment needed here
5. Leaders, even preachers, are afraid their request will be denied or ignored
6. We run out of time during Sabbath School
7. We aren't prepared to make a commitment
8. We have little or no contact with each other to follow up outside of Sabbath School

Scriptures Application Process

The process of applying Scripture to our lives involves several steps. First, we need to read and reflect on the passage, jotting down our thoughts and feelings. Next, we identify practical applications of the Scripture, considering how it can be relevant to our lives today. This might involve making personal changes, such as repentance, eliminating distractions, or dedicating time to worship. This section uses the story of Jacob from Genesis 35:1-5 as an example to illustrate this process.

THE PROCESS

How can we find ways to apply the Word of God to our own lives? What is the key to applying the Scriptures to my life? How can I apply it to help me live? These questions lead us to believe that we need a process for reading, understanding, and applying the Bible.

The horizontal axis represents actions that need to be stopped or ended on the left side and actions that need to be started or continued on the right side. This axis helps in identifying behaviors or habits that need to be changed. For example, the «STOP» (red quadrant) indicates actions or behaviors that should be stopped, such as foolish ways or relying on the wrong sources. On the other hand, the "GO/Start" (green quadrant) represents actions that should be initiated or continued.

The vertical axis represents the focus on oneself at the top and the focus on others at the bottom. This axis helps in understanding how the application of God›s Word affects both personal and communal aspects of life. For instance, the top quadrants (Me/Myself) emphasize personal actions and changes, such as being wise and preparing for the wedding. The bottom quadrants (You/Others) highlight actions that involve others, such as encouraging others.

By considering both axes, individuals can better understand the comprehensive approach to applying Scripture in their lives, addressing both personal and communal aspects, and identifying actions that need to be stopped or started.

LEARNING ACTIVITY – LET'S TRY THIS!

1. We will explore the process of applying it to our own lives.
2. You may also read Matthew 25:1-13 (10 Bridesmaids)

For example,

Consider all four quadrants. There are 10 bridesmaids, representing a relationship to the entire group, with "wise" and "foolish" indicating individual choice.

1. The wise bridesmaids, with abundant oil (Holy Spirit), are placed in the "GO/Start" (green quadrant), symbolizing the need to start being wise.
2. The foolish bridesmaids, with limited oil, are placed in the "STOP/End" (red quadrant), indicating the need to stop foolish ways.
3. The wise bridesmaids' preparation for the wedding emphasizes the importance of knowing the bridegroom (Jesus Christ) and being filled with the Holy Spirit.
4. The foolish bridesmaids' lack of preparation highlights the need for a deeper relationship with the bridegroom.
5. The application process involves being wise, preparing for the wedding, and seeking the Holy Spirit, while avoiding foolishness and relying on the wrong sources.

Integrate

The missing piece for most Youth Sabbath Schools is the APPLICATION of God's Word:

1. Respond to what God is calling you & your youth to do: This means actively listening to God's guidance and discerning His will for both you and the youth you are leading. It involves being open to God's direction and being willing to take action based on His calling.

2. Invite the youth to respond: Encourage the youth to engage with God's Word and respond to His calling in their own lives. This can be done through discussions, activities, and personal reflections that help them connect with the teachings and apply them to their daily lives.
3. Flex with the Holy Spirit and the responses: Be adaptable and open to the leading of the Holy Spirit. This means being willing to adjust plans and activities based on the responses and needs of the youth. It involves creating a flexible environment where the Holy Spirit can work and guide the process.
4. Follow up: Consistently check in with the youth to see how they are applying God's Word in their lives. This can be done through regular meetings, one-on-one conversations, or group discussions. Follow-up helps to reinforce the importance of application and provides support and accountability.
5. Do it yourself: Lead by example. Show the youth how you are applying God's Word in your own life. Your actions and commitment to living out the teachings will serve as a powerful model for them to follow.

LEARNING ACTIVITY – WORKSHEET, APPLICATION IDEAS

1. Participants read Luke 19:1-10 (Zacchaeus the Tax Collector)
2. While reviewing the application ideas below, participants discuss the Bible story:
3. SEEK JESUS
4. Sit in a different place during the church service.
5. Do you watch church online or go in person? Do the opposite next week.
6. Find a new spot/time for personal devotions this week.
7. Contact someone at your church who you think has a good connection with God and ask how they do it.
8. Do prayer for 60 seconds each day this week, alternate between talking for 60 seconds one day and then listen for 60 seconds the next day.
9. Read LUKE 19:1-10 and glean ways you can seek Jesus.
10. GIVE TO THE POOR

Who are the "Poor"?

What do you have that you can give?

What do you have that you will give?

- Money
- Time
- Friendship
- Other

What will you give?

Who gets it?

Do you need the inspiration to do this?

- I OWE YOU
- Who have you:
- Hurt
- Cheated
- Stolen from
- Wronged in some way

Gift of repentance from God

- Admit I was wrong
- Apologize
- Ask for forgiveness
- Pay back (extravagantly)

Think of someone

Pray for divine power

Start with 1 person this week

Let's try applying several familiar Bible stories. Work on this by yourself, and then with a team.

1. 1 Samuel 3:1-15 – God's call to the boy Samuel
2. Mark 3:1-6 – Jesus heals a man with a deformed hand on Sabbath
3. Acts 15:36-41 – Paul and Barnabas separate over John Mark's participation

SUMMARY

1. INTEGRATE = Moving Truth Into Action = Application
2. Perhaps the element missing and most difficult in Youth Sabbath Schools
3. How to do it
4. Horizontal axis of Stop/End to the left; Go/Start to the right
5. Vertical axis of Me/Myself at the top; You/Others at the bottom
6. Try applying Scriptures on your own
7. Try applying Bible stories with others
8. Ask the Holy Spirit to help you make it happen

WORKSHOP 5
TRANSFORM

Description

This workshop will focus on the spiritual growth of young people. When we think about spiritual growth, it's not easy to identify or define. However, we will explore the source of "spirituality" and distinguish spiritual styles from spiritual stages.

Audience / Participants

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

RESOURCE MATERIALS

1. *It's My Choice*, 2018, Steve & Marit Case. Teacher's Manual. Advent*Source*
2. *Principles of Spiritual Growth* – Leader's Guide. Advent*Source*
3. *Principles of Spiritual Growth* – Participant's Guide. Advent*Source*

HANDOUTS

1. Your Spiritual Experience Diagram
2. Statements About Youth Spirituality
3. Truth or Myth
4. Stages of Spiritual Development
5. Bible Examples

What Your Participants Will Learn

The participants will:

- Obtain an overview of the spiritual growth of young people
- Examine the truths and myths of spiritual growth
- Understand the stages of spiritual growth

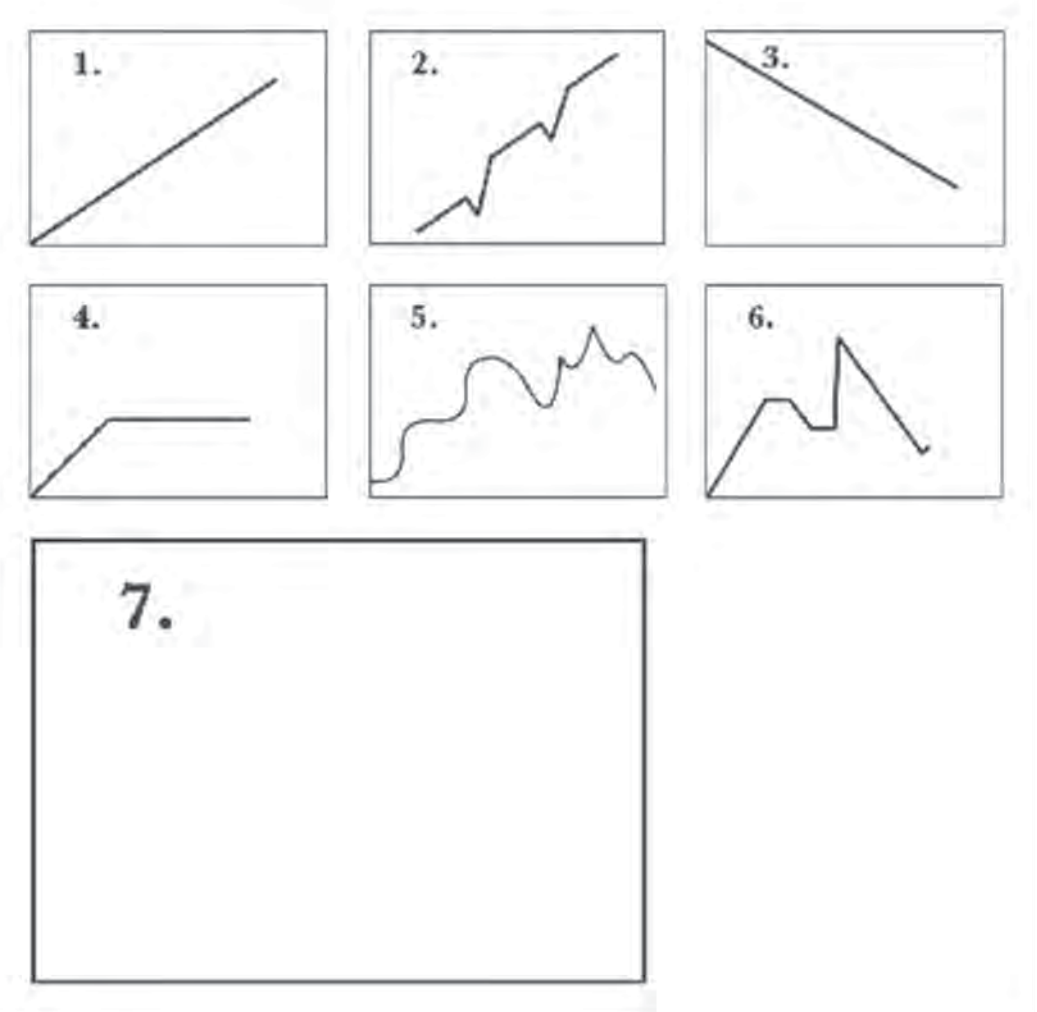
Spiritual Experience

Everyone has their own spiritual experience during their lifetime. Some may have strong and steady growth, and others may be slow with more downs than ups. In this lesson, we will be able to better understand the spiritual growth of young people as we explore our own personal spiritual experiences.

It is important to remember that growth can be influenced by various factors including personal beliefs, life circumstances, and the support systems available to us. By examining our individual paths, we can gain insights into the diverse ways young people develop spiritually and the different stages they may encounter along the way. This self-reflection helps us to understand not only our own journey but also the unique experiences of youth as they navigate their spiritual development.

LEARNING ACTIVITY –YOUR SPIRITUAL EXPERIENCE DIAGRAM

1. In the following diagram, participants will examine the images and identify the one that most closely aligns with their spiritual experience.
2. Draw your own.



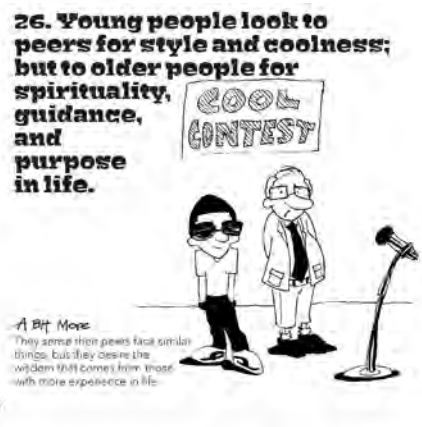
LEARNING ACTIVITY – STATEMENTS ABOUT YOUTH SPIRITUALITY

The participants will look at each of the following 9 cartoons and will respond to each with:

1 = I agree

2 = I am not sure

3 = I disagree



FOLLOWING ARE THE STATEMENTS THAT ACCOMPANY THE 9 CARTOONS.

Rank them from 1-9, from most important to least important:

____ Youth who grow up in the church still need to discover Jesus for themselves.

____ Young people look to peers for style and coolness, but to older people for spirituality, guidance, and purpose in life.

____ Identify where your youth are in their spiritual development, and where you want them to grow.

____ Sharing one's faith formulates faith and makes it grow.

____ Talk to each young person about their spiritual well-being. Have checkpoints with them. Make it natural; not stiff.

____ Teach youth how to have time alone with God.

____ Listen to the Holy Spirit.

____ Share your testimony—from long ago as well as from recent experiences you've had with God.

____ Have a mentor for your own spirituality.

Truth or Myth?

Growing spiritually is a lifelong journey that involves deepening our relationship with God and maturing in our faith. In this section, we will explore various truths and myths about this process.

LEARNING ACTIVITY – TRUTH OR MYTH

Vote "truth" or "myth" for the following seven statements:

_____ 1. Everyone grows spiritually

_____ 2. Spiritual growth happens every year of one's life

_____ 3. The older you are, the more spiritual you are

_____ 4. Spiritual growth only grows; it never declines

_____ 5. Spiritual growth depends on knowledge

_____ 6. Spiritual growth depends on feelings

_____ 7. Spiritual growth depends on actions

Write down any thoughts you have about the seven statements mentioned above:

_____

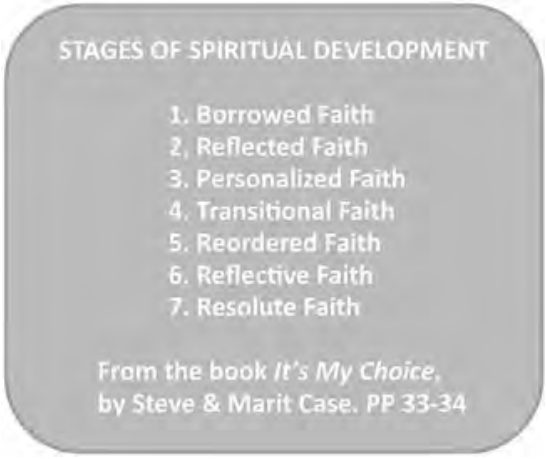
_____

Stages of Spiritual Development

We are spiritual beings with the potential to fully embrace our spirituality. Embracing our spiritual path is a choice, and as with everything in life, this choice will present us with opportunities to achieve new levels of development.

"Spiritual growth depends on your knowledge, on your feelings, and actions."

(*It's My Choice*, by Steve & Marit Case. PP 33-34.)



LEARNING ACTIVITY – STAGES OF SPIRITUAL DEVELOPMENT

Participants are encouraged to refer to the provided materials for additional details on the stages of spiritual development.

From the book *It's My Choice*, by Steve & Marit Case. pp 33-34

1. Borrowed Faith (Early Childhood, Birth-6):

Faith comes from the family, as a child borrows the faith of others rather than creating their own. As a result, the faith of the child will look very much like what is modeled and expected by the significant parental figures.

2. Reflected Faith (Middle Childhood, Ages 6-12):

One's source of faith now extends to a wider range of people beyond the family, such as a church community or Christian school. These provide more mirrors of what faith looks like, so that the child can reflect the faith of one person and then the faith of another, especially the faith of role models, mentors, and heroes.

3. Personalized Faith (Early Adolescence, Ages 12-18):

The adolescent search for one's own identity includes one's spiritual identity. Aware of the beliefs of others, the adolescent must find God for himself. This may alarm authority figures, as previous understandings or practices may change. Reasoning, experimentation, and increased emotional and social influences all contribute to a faith that begins to become one's own.

4. Transitional Faith (Later Adolescence, Ages 18-25):

As one moves through the many rites of passage, one's faith will continue - perhaps as growing and flexible, or rigid and static, or immature and inadequate, or neglected and forgotten, or searching and experimenting. Educating, working, becoming financially independent, and finding a partner drive some. Others prolong their adolescence because of uncertainty about the future or resistance to commitment. Faith may guide a person through some or all these transitions, or it can take a back seat.

5. Reordered Faith (Young Adulthood, Ages 25-35):

Age groups that may have progressed together to some extent earlier in life no longer do so. Some excel in their careers, relationships, or various markers of success; others languish or seem stuck in mediocrity, unrealized dreams, or working their way up from the bottom. This affects one's faith by relegating it to a segment of one's life, abandoning it altogether, reframing it, or finding new meaning and purpose because of faith. Crises often influence faith.

6. Reflected Faith (Middle Adulthood, Ages 35-60):

The pressure of busyness forces one to prioritize values, including faith and the meaning of life. Career and family issues can create a new round of crises that can either give new meaning to the faith or can stiffen its arms because of its seeming inadequacy. Pat answers are rarely enough. Things that were put on the back burner earlier in life return, but from a new perspective.

7. Resolute Faith (Older Adulthood, Ages 60 and Older):

Demonstrates desire to maintain status quo or openness to new perspectives, although few changes are made. One has experienced enough of life to stick with what works, and is content to continue a well-established path, often encouraging others on a similar path.

The Stage of Teens

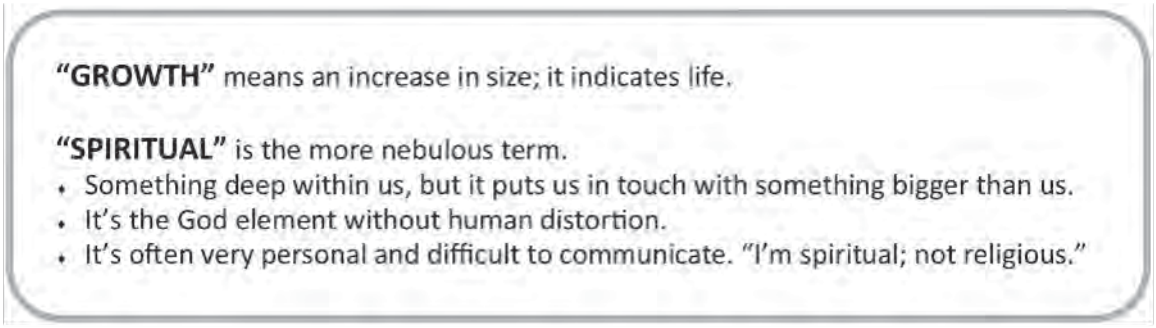
In the list above, the stage for teens is #3. Personalized Faith which refers to having one's own relationship with God.

During adolescence, individuals often begin to question and personalize their faith. This stage, referred to as Personalized Faith, typically occurs in teen years and involves forming one's own relationship with God. Teens may start to explore and express their spiritual beliefs in ways unique to themselves rather than merely reflecting the faith of their parents or community. This exploration can lead to a deeper, more individualized faith that resonates with their personal experiences and aspirations.

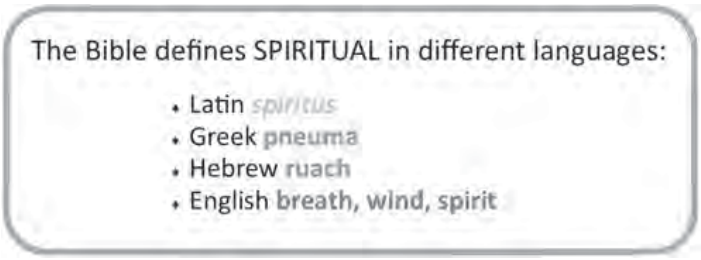
> "The adolescent quest to discover one's identity includes one's spiritual identity. Aware of what others believe, the adolescent must find God for oneself. This can alarm authority figures as previous understandings or practices may change. Reasoning, experimentation, and increased emotional and social influences all factor into a faith that starts to become one's own."
>
> (*It's My Choice,* by Steve & Marit Case. PP 33-34.)

What Do We Mean by Spiritual Growth?

Understanding spiritual growth requires acknowledging these profound and personal elements. As teens navigate their journey of Personalized Faith, they often encounter moments of both challenge and inspiration. This journey is marked by an increase in spiritual awareness and an evolving sense of self, which aligns with the broader concept of spiritual growth.



LEARNING ACTIVITY – EXAMPLES FROM THE BIBLE



Read the following verses:

John 3

> 5—Jesus replied, "I assure you, no one can enter the Kingdom of God without being born of water and the Spirit (pneuma)."
>
> 8—the wind pneuma) blows wherever it wants. Just as you can hear the wind (pneuma) but can't tell where it comes from or where it is going, so you can't explain how people are born of the Spirit (pneuma).

Genesis 1

> 1-2—In the beginning God created the heavens and the earth. The earth was formless and empty, and darkness covered the deep waters. And the Spirit (ruach) of God was hovering over the surface of the waters.

Ecclesiastes 12

> 7—The dust will return to the earth, and the Spirit (ruach) will return to God who gave it.

Ezekiel 37

> 5—This is what the Sovereign LORD says, "Look! I am going to put breath (ruach) into you and make you live again!"

SUMMARY

Spiritual growth is important but challenging to understand.

1. We say spirituality is what it's all about but have difficulty talking about what it is.
2. We reviewed diagrams of spiritual growth.
3. We looked at cartoons about spirituality.
4. We considered "stages" of spiritual growth.
5. We equated "spiritual" and "spirituality" with God connecting to our innermost selves.

WORKSHOP 6
EXPLORE

Description

In this module, for the word "explore," we will examine communion, communicating, and community. When and where do you experience "community"? Community is a sought-after experience, but it requires time and investment to achieve. We will review the four steps (going around the bases) to reach "home" (community).

Audience / Participants

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

RESOURCE MATERIALS

1. *Principles of Spiritual Growth* – Leader's Guide. Advent*Source*
2. *Principles of Spiritual Growth* – Participant's Guide. Advent*Source*
3. *Come Together*, 2016, Steve Case - Advent*Source*

HANDOUTS

1. Worksheet – WHEN & WHERE do You Experience Community?
2. Worksheet – Ideas for Building Community
3. Worksheet – To Summarize and Consider

What Your Participants Will Learn

Participants nurture their spiritual growth within a community by understanding fellowship, identifying genuine connections, exploring community engagement steps, and recognizing the time and investment needed for building meaningful relationships.

WHEN & WHERE Do You Experience Community?

To understand community in the context of ministry, it is important to recognize that the term "community" has been used to refer to various things, such as neighbors, social capital, or social organization at different levels. It can mean any or all of these.

Sociologically, communities are social entities or groups that share commonalities like habits, identities, values/beliefs, or standards.

Communities are characterized by their longevity, based on networks of social relationships that extend beyond the immediate family, meaning members remain in regular social contact with each other.

1. WHEN do you experience "community"?

Community involves sharing experiences, supporting one another, and fostering connections. It is formed when individuals come together to share their history, stories, experiences, and passions.

2. WHERE do you experience "community"?

Community comes in various forms and WHERE we experience it, depends on our interests, connections, and what we share. Common contexts include neighborhoods, social groups, workplaces, online social media platforms, interest-based communities, cultural and identity communities, and churches.

LEARNING ACTIVITY – WHEN & WHERE DO YOU EXPERIENCE COMMUNITY?

Write down your answers in the section below.

WHEN do you experience community?

_____

_____

_____

_____

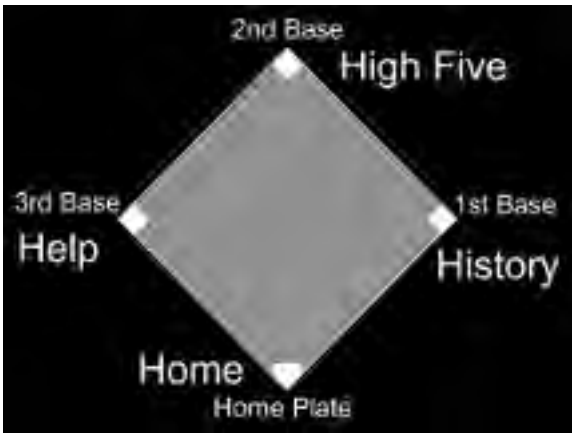
WHERE do you experience community?

_____

_____

_____

4 Steps to Explore Community



In workshop 2 – GROW, we looked at the baseball diagram.

HERE IS A REVIEW OF THE CONTENT IN THE DIAGRAM – 4 BASES/STEPS TO COMMUNITY/HOME:

Consider What "Home Base" or "Community" Would Mean to the Following Groups:

Youth in Youth Sabbath School

1. For these youth, "home base" or "community" might mean a safe and supportive environment where they can explore their faith, build friendships, and participate in meaningful activities.
2. Youth not in Youth Sabbath School
3. For these youths, "community" might mean finding a place where they feel accepted and valued, even if they are not actively participating in formal religious activities.
4. Youth and your congregation
5. This group might see "community" as a space where intergenerational relationships are fostered, and where youth feel connected to the broader church family.
6. Youth in your church and youth outside your church
7. For these youth, "community" might mean bridging the gap between those who are already part of the church and those who are not, creating opportunities for outreach and inclusion.
8. Youth in your church and everyone outside your church
9. This group might view "community" as a mission field, where the church actively engages with the wider community to share faith and build relationships.

To Go to "Home Plate"/ "Community", You Have to "Go Around the Bases."

Where are you in your relationship with your young people right now?

1. Talking to each other
2. Listening well
3. Affirming (High 5s)
4. Helping those in your group
5. Asking for help within your group

To Experience Community Requires Time & Investment

There is only so much that we can do, but there is so much that we can do! As Youth Sabbath School leaders, come together to pray for guidance, set priorities, and act to build community with all individuals and groups in your ministry.

. People is what matters
. Prioritize – can't do it all, so choose what is first
. Pray – be connected to God
. Practice – do it, and do it some more

LEARNING ACTIVITY – IDEAS FOR BUILDING COMMUNITY

The participants will read and highlight the ideas that are more relevant to them and their group.

Youth in Youth Sabbath School

1. Have a few icebreakers in Youth Sabbath School
2. Mix the combination of people periodically
3. Post an affirmation board of "warm fuzzies"
4. Connect outside of Youth Sabbath School via social media
5. Create and keep updated a prayer board with prayer requests and answers

Youth not in Youth Sabbath School

1. Make contact. Catch up. Listen. Affirm where you can.
2. Include their picture on a picture board at Youth Sabbath School labeled "Our Youth"
3. Ask for their help with something you are leading in Youth Sabbath School
4. Pray for them; have a prayer partner join you in prayer
5. Take youth from Youth Sabbath School to visit the youth not attending; listen well

Youth and Your Congregation

1. Youth Initiate greetings to others, older and younger, in the congregation
2. Be a greeter at your church one week a month
3. Interview someone older in your congregation about when they were a youth
4. Become a prayer partner with someone else in your church
5. Be a "big brother/sister" to someone younger in your church; do something once a month

Church Youth and Non-Church Youth

1. Make contact; introduce to another friend you have in Youth Sabbath School
2. Do an activity with someone outside of Youth Sabbath School and do it at a location away from the church!
3. Share information (not gossip) about new contact(s) when you return to Youth Sabbath School
4. Find ideas and activities you can share with people outside of Youth Sabbath School
5. Swap prayer requests with someone outside of Youth Sabbath School

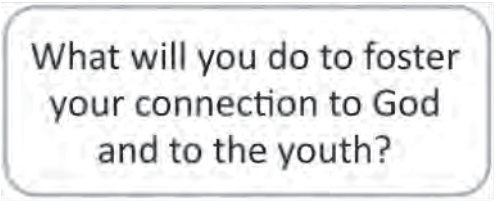
Youth Sabbath School and All Outside Your Church

1. Spend time walking around the neighborhood and get to know people; play; listen
2. Join a neighborhood service activity that people outside your church initiate
3. Go door-to-door and offer to pray for/with people
4. Open your church facility for something needed in your community; personally invite people.
5. Visit community agencies; introduce yourself; thank them; ask where you might help

What's Next?

AS A YOUTH SABBATH SCHOOL LEADER, IT IS IMPORTANT THAT YOU:

1. Stay connected to God as this is the most important thing you can offer the youth.
2. Understand that the connection you have with youth is the second most important thing you have.
3. Recognize that everything else is extra.



THINGS FOR YOU TO THINK ABOUT:

- Youth Sabbath School happens in the local church.
- You can get support for Youth Sabbath School from your conference, union, division.

LEARNING ACTIVITY – TO SUMMARIZE AND CONSIDER

1. In the section below, the participants will prayerfully read and write down their ideas and responses.
2. What Are God's Plans and Actions?
    - For your youth
    - For your Youth Sabbath School
    - For you
3. What will You Gain (and use) from this training?
4. What do you need?
5. What do you want?
6. What have you received?
7. Prioritize what you will utilize.

SUMMARY

We focused on the concept of "community" and explored how to build and nurture it within a spiritual context.

1. We learned about the importance of fellowship, genuine connections, community engagement steps, and the time and investment required to build meaningful relationships.
2. The workshop content covers topics like understanding community sociologically, sharing experiences, and fostering connections.
3. We looked at practical activities and ideas for building community, such as icebreakers, affirmation boards, and prayer boards.
4. We emphasized the significance of staying connected to God and understanding the connection with youth as the most important aspects of Youth Sabbath School leadership.

CHILD PROTECTION PLAN RESOURCES
Seventh-day Adventist Church in North America

NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT

Acknowledgment
Because I want the best possible environment for our children and youth to grow up in, it is important that those working with children have guidelines for conduct in order to protect both themselves and those under their care. As a ministry volunteer, I want parents and others to feel comfortable and confident with me.

My Commitment to Volunteer Ministry
As a Youth/Children's Ministry Volunteer, I will:

1. Provide appropriate adult supervision at all times for the children for whom I am responsible.

2. Have at least one other adult, eighteen (18) years of age or older, to help with the supervision of children. If I find myself in a situation where I am the only adult present, under no circumstances will I allow myself to be alone with one child (the "two-person rule"). This protects the child as well as protecting the adult from possible allegations.

3. Ask a child's permission before physically touching him/her anywhere, even when responding to an injury or problem. This is especially true for any areas that would normally be covered by a T-shirt and/or shorts. If an injury is within this area, make sure another adult works with you as care is provided.

4. Refrain from physical and verbal attacks and corporal punishment which are inappropriate behaviors and should never be used as discipline. "Time outs" or "sit-in-that-chair" may be helpful discipline methods to use with children.

5. Affirm children with appropriate touching by keeping hugs brief and "shoulder-to-shoulder" or "side-to- side." I will keep hands at (not below) the shoulder level. For small children who like to sit on laps, I will encourage them to sit next to me.

6. Provide extra care when taking small children to the restroom. I will take another adult along, or leave the door open.

7. Be aware of conducting activities in rooms that do not have an interior viewing area, or I will leave the door open during the activity to allow easy observation by others.

8. Cooperate with the volunteer screening process and complete the Volunteer Ministry Information form, as required by the church.

9. Be aware of the signs and symptoms of child abuse and aware of the legal requirements for reporting suspected cases of abuse. In addition to any legally required reporting, I agree that if I become aware of any behavior by

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another individual which seems abusive or inappropriate towards children I am supervising, I will report that behavior to the church pastor, elder, or directly to the Conference Treasurer's or Risk Management Director.

10. Cooperate with church leadership in conducting children and youth ministries by being a volunteer who is loving, kind, firm, and always a thoroughly professional person. Working with children and youth is not only a privilege; it is also a serious responsibility that must be approached with utmost care.

11. Participate in orientation and training programs conducted by the church.

12. Uphold the standards of the Seventh-day Adventist Church.

* In the event I find it impossible to comply with the above, I will comply as closely as possible with the Code of Conduct and act in good faith for the welfare of the people involved.

Thank You for your service as a Youth/Children's Ministry Volunteer
Please retain a copy of this document and keep it for reference.

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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!

YOUTHSABBATHSCHOOLIDEAS.ORG

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.

YOUTH SABBATH SCHOOL IDEAS

Seventh-day Adventist® Church

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