

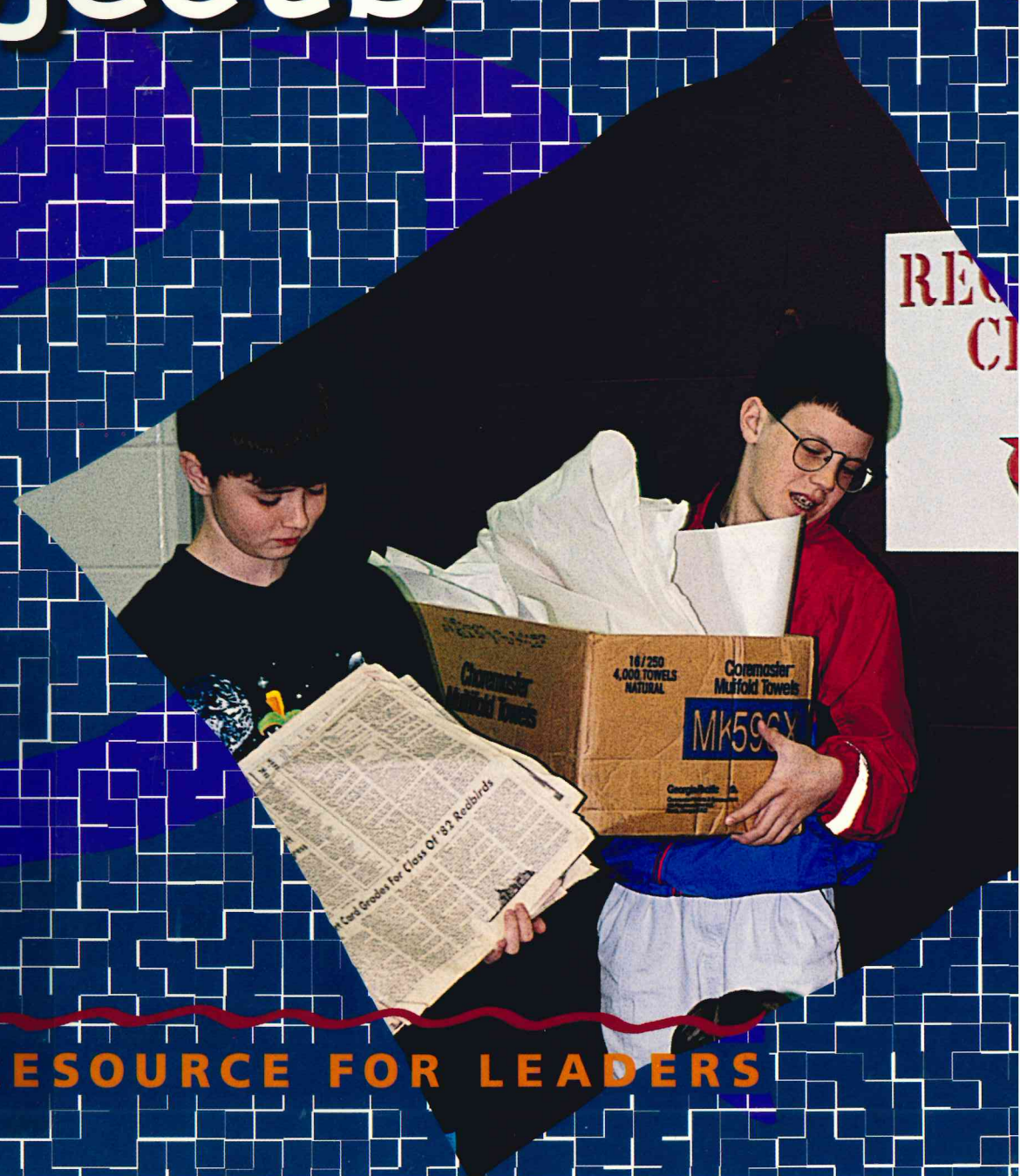
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- ◆ Community-Building Activities and Games
- ◆ Sharing the Language of Faith
- ◆ Parent Conversations
- ◆ Family Book
- ◆ Youth Journal
- ◆ Study Bible: The New Student Bible
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- ◆ A Contemporary Translation of Luther's
Small Catechism: Study Edition

Mission/Service Projects



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A RESOURCE FOR LEADERS

creative  confirmation

Mission/Service Projects

by Julie Henriksen Bowe
Ann Campbell
Michele P. Ellison
Sarah Klos



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Contents ♦

Mission/Service Projects

Introduction	3	(W) What's in a pronoun?	22
Article: "Identify, Plan, Participate"	4	(S) Celebrating independence! .	23
Stewardship		Hunger/Justice	
(R) Strive first for the kingdom	8	(S) Protein and hunger	24
(R) Temple talk	9	(H) A well-fed world	25
(W) Sharing abundantly	10	(R) Injustice today	26
(W) Love one another	11	(W) Justice for all	27
(S) Keep the earth	12	(H) God is our refuge	28
(S) In God's wisdom	13	(S) Empowerment and hunger	29
(H) Unwrapping your gifts	14	(S) One body in Christ	30
(H) Money matters	15	(W) The powerful and the powerless	31
Global Projects		Local Projects	
(S) Where in the world is the church?	16	(H) Elder share	32
(H) Lift high the cross	17	(H) Be a bridge	34
(R) The Great Commission	18	(R) I remember	35
(S) Involvement in Lutheran World Relief	19	(R) Serving at home	36
(S) Morral: A grab bag game from Brazil	20	(W) What about forgiveness? ...	37
(S) Praising Jesus	21	(W) Hunger in the church	37
		(S) Moving with creation	38
		(S) Inventory	39
		Reproducible Pages	40-48

activities key



remembering (R)



seeking (S)



wandering (W)



hoping (H)

Creative Confirmation Series
Mission/Service Projects

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Introduction

CREATIVE CONFIRMATION


Welcome to the Creative Confirmation Series. This series invites you to customize a confirmation program that meets the needs of your youth and your congregation. These flexible confirmation resources work together through active and experiential learning activities to emphasize basic Bible literacy, the Small Catechism, worship, and daily life in the Christian community.

LEADER RESOURCES

Nine resource books are provided for pastors and leaders. *Bible 1*, *Bible 2*, *Bible 3*, and *Small Catechism* serve as the core of the program. The other five leader resources—*Worship*, *Community-Building Activities and Games*, *Sharing the Language of Faith*, *Mission/Service Projects*, and *Parent Conversations*—help you build a comprehensive confirmation program by providing related activities that nurture faith development in a community setting. The sessions are designed for a group of up to 12 middle school students.

LEARNER RESOURCES

Study Bible: The New Student Bible NRSV (Augsburg Fortress code 30-10-999) and *A Contemporary Translation of Luther's Small Catechism: Study Edition* (Augsburg Fortress code 15-5305) are the primary student resources for Creative Confirmation sessions. In some sessions a reproducible page from the leader resource is used. The *Youth Journal* guides learner reflection on many of the sessions in *Bible 1*, *Bible 2*, *Bible 3*, *Small Catechism*, *Worship*, and *Sharing the Language of Faith*. In

session plans, look for the  symbol and page number that point to a *Youth Journal* activity.

About Mission/Service Projects ♦ *Mission/Service Projects* is one of the leader resources for Creative Confirmation. This resource offers activities that connect faith with a life of caring. Youth and their leaders actively explore the connections between their gifts and the needs of the world, followed by active participation in mission/service projects. This resource will help youth and their leaders:

- ♦ visualize themselves as significant world citizens and members of the body of Christ;
- ♦ understand stewardship as it relates to themselves, the earth, and other people;
- ♦ participate in mission/service projects both locally and globally.

USING THIS RESOURCE

Each of the 32 sessions in this book is designed to last about 20 minutes. Within a single learning period, churches can group more than one Bible session or combine a single Bible session with activities from the other resource books.

If you are responsible for the entire class time, matching the symbol included in each session will guide you in selecting activities from the other resource books. (See key on contents/credits page.) If an activity does not have a symbol, it can be used in any session.

Activities

that connect

faith with a

life of caring

Identify, Plan, Participate

Elise has been a member of St. Mark's all her life. All 13 wonderful years of her life! She has grown up with a sense of family in her congregation. Pastors, teachers, and the other kids in her confirmation class are like an extended family.

Elise has grown up with a sense of mission as well. She has helped pack and distribute sandwiches for the homeless; prayed intently for their missionary friends in Namibia; practiced good stewardship; walked to raise money for World Hunger; and, in many different ways, she has discovered that being in the church is like being part of a global family. Elise's world begins where she lives; but it also reaches out, touching hands around the globe.

Sam and Rachel have been members of St. Mark's all their lives, too; but they are marginal members, seldom attending worship services or Sunday school. Probably neither one would be in confirmation, but the pastor has recently visited them and urged them to come. Sam and Rachel's world is basically self-centered and limited. Their world begins where they are. It has yet to move outward.

Your students may range from folks like Elise to those like Sam and Rachel. Chances are, however, your students are uniquely themselves—a wonderful mixture of experiences that sometimes leads them to do generous and spontaneous deeds of service. At other times their self-serving pat-

terns of action disappoint you.

Mission/Service Projects is a resource designed to help teach youth about Christian caring. It provides some building blocks to begin the process and then help participants actively explore activity beyond the session time.

There are 32 activities from which to choose, including stewardship projects, local and global ministries projects, and hunger/justice projects. Each activity is planned for 20 minutes of classroom time. You may find in many cases, however, that because of the nature of the projects, the 20-minute session is merely an introductory activity. It may simply make the class aware of the needs of people in their community or the world, but it might also motivate them to proceed with a project outside of the classroom (see p. 7 for more detail).

It is not intended that these projects necessarily be used in every session. Rather, you will want to choose an activity only if it enriches the students' studies and catechetical experience.

Before making choices, pause to *identify, plan, and participate*. These three words are like building blocks, each one dependent on the other, each one essential to the final outcome.

IDENTIFY Just as we began by thinking about Elise, Sam, and Rachel, you will want to begin by thinking about the particular students in your class. You will need to raise some pertinent questions about them and also about the

needs that are evident in your congregations, your community, and the world about you.

1. How big is the world according to my students? ♦ No one has ever devised a test that will enable leaders to look at the AQ of their students. An Awareness Quotient would help the teacher know exactly how aware students are. It is easy to make assumptions about young adolescents; it would be better to simply ask questions to find out how aware they are rather than make assumptions.

A lay catechist began discussing ways in which a Lutheran Social Service agency cares for medically fragile children. As she talked about the special equipment, such as nasal-gastro tubes, which made caring for these children especially difficult, Tamika raised her hand. The catechist called on her, "Yes, Tamika. What is it?"

Shyly Tamika responded, "We have three medically fragile children living with our family now. My mom's a foster mother. I can tell you all about those nasal-gastro tubes. Sometimes my job is just to rock the baby that needs the most lovin' at the time. Sometimes I have to change the tubes."

Wisely, the teacher encouraged Tamika to share with the rest of the class all that she was willing to discuss. The class learned firsthand of the tasks, triumphs, joys, and love that abounded in Tamika's home for these fragile children.

Young people can be full of

surprises! Besides what may be happening right in their families, they may also be working on service projects in community-based organizations, such as Scouts, 4H, or other service clubs. It is important for leaders to be aware of these kinds of possible involvements.

So, as you explore the question, "How big is the world according to my students?" begin by identifying some of the experiences your students have had or are engaged in presently. Encourage conversations in the classroom to discover your students' Awareness Quotient. Listen carefully for comments that may be keys to their understandings and attitudes. Use your discoveries so that you can make connections and involve the youth in sharing their own insights, reactions, and visions.

2. What are the gifts that the youth in your class can bring to a mission/service project? ♦ As you think about the gifts your students may have to bring to a project or activity, you may begin by thinking about special talents. Ellarie has so much talent—singing, dancing, playing the piano. Tony was great at vacation Bible school whenever he was asked to lead the games. And Jill! What a whiz she is with her hands! Crafts. Art. She's so gifted.

Especially if you are not well acquainted with the members of your group, you may want to develop some questions to ask in a questionnaire to help you discover what some of the talents of your participants are. Ask for specific information, such as, "Do you play a musical instrument? Which one?" This will give you information you can use immediately. You will also pick out more subtle information as you get to know your students. For example, you will notice that Sally is a particularly good listener and Jeff brought some delicious brownies to class one day that he had made!

Of course, it is good when you can let youth with special talents use their

gifts. But it is not a good idea to build an activity around the gifts of one or two especially talented people. It is better to think of your class as a whole and allow the gifts each one has to grow and develop.

A group of 9th graders had been given the task of finding out how their congregation was responding to the needs of the homeless and hungry locally. Suddenly it became more than an exercise in identifying congregational involvement. The class was asked if they would be willing to cook and deliver supper once a month to about 15 homeless women at a shelter downtown. The class, along with their teacher, agreed that they could with a little help from their parents.

At first it was something of a fun night out for the little group of students. They met at the church at 4:30 to complete the food preparation that had been started by some of the parents. By 5:30 they were at the shelter dishing out the prepared casserole dishes. They smiled shyly at the homeless women, offered them seconds, cleared away their dirty dishes, washed and dried the dishes, and then headed back home again by 6:30.

It became a routine until one week the teacher placed a guitar in Jeff's hands. While the other youth were washing and drying the dishes, Jeff went back into the sitting room and began tuning the guitar. As he started to strum a familiar song, the eyes of first one woman and then another lit up. Where there had been only vacant, staring eyes before, now there was a little sparkle. Juanita and Meredith dried their hands and began to sing along with Jeff's first tentative melody. The shelter became transformed with the music as voices of youth and the women joined in the singing.

It had been a good project right from the start because there was something everyone in the group could do. No one was left out. But it became an even better project as the

The shelter
became
transformed
with music.

Friendship
was the
best gift
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to offer.

youth began to give more of themselves. Sometimes they added to the singing with Bible reading, storytelling, devotions, and listening to the women when they needed to talk. These, too, were gifts that the youth were more and more willing to share. Perhaps these gifts were longer lasting than the gift of a hot meal once a month.

3. What are the needs in your congregation, community, and world? ♦ When you walk into Prince of Peace Lutheran Church, you are immediately aware that this is a congregation in mission. Here is a food shelf that is continuously being replenished with canned and dry food products for those who have empty cabinets at home. Here is a bin for clean, used clothing soon to be taken to a shelter for the homeless. And over here is a box in which the congregation has been gathering various needed items as requested by the local AIDS coalition.

A prominent bulletin board shares a letter from the two missionaries in Nigeria whom the congregation helps to support. Right beside the bulletin board is a gallery of photos that shows the congregation enjoying a picnic with its partner congregation. What a feast! What fun they are having together! Here's a poster to remind everyone of world hunger needs and envelopes available for immediate responses. And here's a sign-up sheet for those who are traveling to the state capitol to advocate for human rights.

Not all young people have these kinds of visible reminders of God's call to each of us to be in mission. Before you choose a mission/service project, you will want to assess what is happening in your congregation. You will want to know what needs are being met. You will want to know if there are big gaps.

4. Are there some projects that are being carried out within your congregation that could be enriched with the

inclusion of the youth? ♦ This is what happened when one 8th grade class wanted service ideas and their teacher, voicing what she heard them saying, asked the chair of the church's social ministry committee, "What can we do that will mean actual contact with persons who need our help? We don't want to just collect money anymore for someone we never see, never hear from, and . . ."

"Well," the social ministry chair said, "there is a young mother and her two boys on welfare to whom we have taken food and clothing. They live in one room in a motel, not too far from the church. I think she would welcome a chance for her boys to meet other youth and to be in a safe environment. The boys are 13 and 14. They've been in a terribly abusive situation, but the mother is trying on her own to put all their lives back together again."

After talking over the kinds of things that they could possibly do with the boys, the students decided to begin by inviting them to their Sunday evening youth group. The youth group readily adopted their ideas.

Here was a class willing to launch out into the deep with every hope that friendship was the best gift they had to offer. By recruiting the youth group members, too, they were off to a strong start.

PLAN Once you have worked through those questions that help you to identify awareness, gifts, and needs, it is time to plan. Again it may be helpful to answer some essential questions.

1. What mission/service projects will relate best to our confirmation ministry studies? ♦ It isn't enough if a project looks like fun or if it just happens to fill the time that is available. *Planning* is also needed!

With the variety of options provided in this resource, there is a way for you to choose those activities that will best meet the needs of your students and

relate to the subjects they are studying. Each project is identified by one of four symbols. These symbols represent the following: Hoping, Wondering, Remembering, Seeking. For a further explanation of the symbols please turn to page 2 in this guide.

2. Can youth be involved in planning the mission/service projects? ♦ Mr. Wagner decided to let everyone in his class become involved in planning. With eight students he was sure they would all be able to help.

"That way," Mr. Wagner said, "they will have more ownership in this class. I think sometimes they feel that they have little to say about their class. This will teach responsibility for what happens with these activities and projects."

This is one way to give the students a chance to choose what they would like to do. Be familiar with the options, particularly as they relate to your class studies. Indicate to students what it is possible for them to do, and then let them determine which options they want to do.

With some projects or activities you may discover that the youth can take a more active role in planning and leading. Once an activity has been selected, decide if it could be set up and carried out by the students themselves. Pick two students to share together in the responsibility for one project. Help youth through the same steps you would follow in lesson planning. Step back and let them lead, giving support only as it is needed.

3. Will this activity lead to a more extended project that will require outside classroom time? ♦ Some activities or projects may lead the youth to choose to go beyond what can be accomplished in the limited time of the classroom. You have already seen how that happened with the 9th graders who were exploring what the congregation was doing for the homeless. Having youth interview the social ministry committee may be a good classroom activity, but it can also lead to

deeper involvement as it did for the 8th graders who offered friendship to the boys who lived in a motel room with their mother.

If the students are eager to pursue a project beyond the classroom, consider enlisting help from the parents or other congregational leaders. Involve the youth in planning the steps to carry out the project. If in their eagerness, they choose a monumental project, help the students understand what is involved.

♦ See Reproducible Page 1 (p. 40) for help in planning and implementing projects to be done outside of the classroom.

PARTICIPATE Leaders are learners too! You have probably discovered in your own preparation, the more you dig, probe, question, test, and validate, the more you learn. So the more you encourage the students to do the same, the more they will become involved participants and learners.

Certainly there are times when you will need to convey information directly. Providing relevant facts at the appropriate time, for example, may be necessary when the time required for research by the students would not be worthwhile. If one of the students asks you a direct question, decide whether you want to respond directly, promise to find out later, or encourage further exploration. Be sensitive to the limits and to what will help your students the most at that particular moment.

Flexibility will help you in leading your students in this new and exciting resource, the Creative Confirmation Series. Be alert to students' needs, varying the pace when necessary. Bring excitement to the projects and activities by sharing your own joy of leading, learning, and serving!

Bring
excitement
by sharing
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of leading,
learning,
and serving!

Stewardship

Introduction

According to Psalm 24:1, "The earth is the LORD's and all that is in it, the world, and those who live in it." In today's language, we might say that God is not just our creator, but our owner! Christians recognize God as the owner of all creation, and consider themselves stewards of God's creation. (A steward is one who manages the property of another.) Stewardship includes giving time, talent, and money to the church. It requires caring for ourselves, our neighbors, and our environment. But steward-

ship is something more. In the activities that follow, your learners will find that a faithful steward is one who says, "Everything I am and everything I have is God's. How can I use all these gifts to glorify my creator?" They will find that stewardship is a way of life.

Note: To be consistent with the theme of caring for creation, look for ways to use recycled or recyclable supplies for the materials suggested in this unit.

Stewardship

Strive first for the kingdom

FOCUS Jesus tells us to strive first for the kingdom and God will take care of physical and spiritual needs.



PREPARATION Rewrite each of the case studies in "Activity" on separate sheets of paper, leaving blank space for bandages to be placed.

You will need about a dozen large bandages and a fine-tipped pen for each group.

BACKGROUND Taking care of ourselves is good stewardship. But instead of worrying about our physical needs, Jesus reminds us to trust in God. Jesus knows worrying hurts us physically and spiritually. He urges us to give our worries to God, and God will take care of us, even though not always in as direct a way as we would like.

WARM-UP: WORRY CHECKUP Tell participants that even though we know we shouldn't worry, all of us do worry at one time or another. Take a few moments to identify some of the worries in your group. Include your own worries as well.

Ask the participants to arrange themselves in a circle and tell them you are going to read a

list of worries. Tell them that as you read the list you want them to stand if an item worries them often, sit in a chair if it worries them sometimes, sit on the floor if it's not a worry. (Or adapt this activity to meet special needs.) Read the following list, stopping to give them time to sit or stand according to your instructions: *Appearance, grades, friends, parents, money, home, next meal, future.*

When you have gone through the list, identify which worries were acknowledged most in your group. Discuss what makes people worry about different things. Then ask, "How do you act when you're worried?"

Ask a volunteer to read aloud Matthew 6:31-33. Discuss what Jesus tells us about worry. (*We are not to worry about our earthly needs; we are to think first about our relationship with God. However, youth should know that worrying is not wrong—it is real. The question is, How do we deal with worry constructively?*)

ACTIVITY: FIRST AID Divide your participants into three equal groups; give each group

a copy of a case study, bandages, and a fine-tipped pen. (If your group is too small to divide, discuss each case as an entire class.)

Remind participants that first aid for a physical wound is to clean and bandage it. When we hurt inside, Jesus says our "first aid" is to seek God. Tell participants that in this activity they are to think of ways they can turn to God for healing. One volunteer in each group should read the situations aloud and another volunteer write the group's thoughts on the bandages. (Choose writers who can write small so as to conserve bandages.)

Give the groups four minutes at each situation to brainstorm how healing can take place and list as many things on one bandage as possible. Have them attach the bandages to the blank space on the paper, then rotate the groups.

When every group has responded to each situation, collect the sheets of paper and read aloud the responses to the entire class. Discuss reactions to responses.

♦ **Case 1:** If Kyle doesn't look perfect, he feels

worthless. How do you think Kyle can be made to feel better about himself?

♦ **Case 2:** Heather's dad can't afford the new athletic shoes Heather wants. How would God want Heather to respond to her dad?

♦ **Case 3:** Karin's family recently moved to a homeless shelter. Karin is afraid and feels alone. How could her faith in God help her?

RESPONSE Take a few minutes to discuss how trusting God is better than worrying. Recognize that the question of how to deal with worrying is not so simple. To simply say, "God will take care of our needs," may lead us to ask, "What about starving people? the homeless? How is God taking care of their needs? Are we saying that they don't trust God enough?"

Tell participants that the best way to keep from worrying is to tell God their worries through prayer. Perhaps the answer to our prayers will be the knowledge of how to deal constructively with the issue causing us to worry. Ask students to choose partners for whom to pray for one month.

Stewardship

Temple talk

FOCUS By taking care of our bodies, we glorify Jesus, whose death gave us eternal life.



PREPARATION For "Activity" you will need to locate a large, blank wall. Write "Our Bodies = God's Temple" on a large sheet of chart paper and put it on the top of the wall space. Cut eight brick-shaped pieces of paper per person. (The size of the bricks will depend on the size of your display area and the number of youth you have.) Write one of the following categories on each of seven bricks (the eighth brick will be used later in "Response"): *Eating well, exercising, resting/relaxing, practicing good hygiene, striving for safety, avoiding substance abuse, behaving responsibly.* Bring a marker for each youth and have enough tape or tacks so that youth can attach their bricks to the wall.

BACKGROUND We know God created us, and part of caring for God's creation is caring for ourselves. Paul, in 1 Corinthians, takes stewardship even further. He teaches that God *owns* us. In fact, God paid the high price of Jesus' life for us. When we realize that our bodies are only on loan to us from God, we will treat them like a temple—with respect.

WARM-UP: THE LIFESAVER Read the following situation aloud. Imagine you're waiting at your bus stop. A friend throws your book bag in the street as a joke. You run out to get it. Your foot gets stuck in a sewer cover just as the bus rounds the corner. A stranger dashes across the street and pushes you out of danger. The bus kills the stranger instead.

Discuss the following questions with your group. How would you feel toward the stranger who saved your life? How might coming so close to death change the way you live? How could you thank the stranger who died?

Ask a volunteer to read 1 Corinthians 6:19-20. Ask, "Has anyone ever given his or her life for you?" (*For all of us, the answer is "Yes!" Jesus died to give us forgiveness, eternal life, and hope in this life.*) If God thinks we are this valuable, we certainly should take care of ourselves.

ACTIVITY: BODY BUILDING Tell participants they are going to create a large mural of a church built out of paper "bricks." Give each member of the group a marker and one brick from each of the seven categories. For each category, have them write on the brick one healthy thing they can do to care for their bodies. (*For example: eat vegetables; go running; sleep eight hours a night; wash hands before eating; look both ways when crossing street; don't smoke; save sex for marriage.*)

Have participants tape or tack the bricks to

the display in the shape of a church with a steeple and cross.

RESPONSE Gather the group around the mural. Have them read the bricks made by other participants and then discuss the following questions:

- ◆ Which behaviors are the easiest to do?
- ◆ Which behaviors are the most difficult?

Next, ask group members if they have ever loaned a favorite possession to a friend who ruined it through neglect or abuse. How did this make them feel? Scripture tells us God owns our bodies, and God paid a high price for us—the life of Jesus. How do you think God feels when we abuse our bodies or use them to hurt others? How does God feel when we take care of our bodies and use them to do good for others?

Give each participant one of the remaining bricks and a marker. Have them write down one way they will live differently, to honor their bodies as gifts from God.



Stewardship

Sharing abundantly

FOCUS God blesses us so we can share with others.



PREPARATION For "Warm-up" obtain a large cardboard appliance box. Remove sharp objects, such as staples, from inside the box. Stand the box upright. On each side of the box make two columns—one labeled "Needs" and one labeled "Wants." Cut an even number of 2" x 4" slips of wrapping paper. Make enough for each student in class to receive at least one slip. Write on half of the slips items that are "needs" (*shelter, food, and so forth*). Write "wants" (*mansion, candy bar, and so forth*) on the remaining slips. Fold and divide the slips between four bowls, with equal numbers of "needs" and "wants" in each bowl. Have on hand four rolls of transparent tape and several markers of different colors.

BACKGROUND Jesus calls us to give generously to the needy. We are blessed that we may be a blessing to others. God will provide for us.

WARM-UP: WRAPPING PAPER RELAY Place the appliance box in an open area. Put a bowl and roll of tape on the floor by each side of the box. Divide the group into four teams (or do as a whole group) and ask each team to form a line about 10 feet from a different side of the box.

The first person in each line should run to the bowl in front of his or her team, bring back a slip of paper, and read it to the team. The team tells the person whether the item is a "need" or a "want." Then the person should go back to the box, tape the paper under the correct heading on the box and run to the back of the line.

Each person in line continues until the bowl is empty. When all teams finish, seat the students on one side of the box. Turn it around and read the lists for each team. Remind participants that everything we have is a gift from God.

ACTIVITY: HOME IS WHERE THE BOX IS Ask group members to describe "need" (*something required for survival*) and "want" (*something to make life more pleasant*.)

Read or ask a volunteer to read the following story:

Joe is a middle class suburbanite with a good job. Joe is laid off. He looks for another job, but his money runs out. He loses his car and apartment. He has no family. He lives in a cardboard box. He digs in trash cans for food. He is sick most of the time. He searches old newspapers for jobs; but he can't afford stamps to mail applications. He can't afford a haircut, clothes, or subway fare for job interviews. Even if someone hires him, he has no phone or address where he can be contacted. Discuss what specific things Joe needs to survive.

Turn the box used in "Warm-up" on its side. Give each member of your group a piece of pa-

per and a pen or pencil and tell them that you want them to think about what it would be like to be homeless. Remind them that many homeless people live in the type of box that you have in front of them. Have them write one or two things on their papers that homeless people need to survive (you may want to tell them that their ideas will be shared later). As students finish, have them crawl in the box one at a time, think for a moment what it would be like to have this be their home, and attach their ideas to the inside of the box with tape.

RESPONSE Ask a volunteer to read 2 Corinthians 9:8. Explain that in this passage, God challenged the Corinthians (who were quite wealthy) to sacrifice and share with others. God wants us all to share, but God speaks even louder to those who have more.

Cut open the "Warm-up" box. As a class, read the responses written in it. Discuss as a class some ways that they could help meet the needs of homeless people. Tell them to be specific.

You may want to find a project to aid the homeless in your community in which your group could participate.



Stewardship

Love one another

FOCUS God calls us to care for others' social and emotional needs.



PREPARATION For "Response" you will need to cut one 3" or 4" heart from red paper for each participant. Have writing paper and pens available.

BACKGROUND Is it enough for Christians to care for the physical needs of others, while ignoring their need for love, respect, and dignity? Jesus says "No!" In Matthew 5:21-22, he warns that anger, insults, and name calling are liable to judgment. When Jesus tells us to love our neighbor, he means to care for their feelings as well as their bodies.

WARM-UP: LOVE LISTS Divide the group into teams of two or three. (Smaller groups should work as a class.) Give each team a piece of writing paper and a pen. Give the teams one minute to write down song, book, movie, or television show titles containing the word (or forms of the word) *love*.

Compare lists and remind the group that our culture talks constantly about love. But God asks us to do more than talk. God wants love to show in all we do.

ACTIVITY: TALK SHOW Plan a television talk show in your class to discuss ways to love one another. If possible, videotape this activity.

Introduce yourself as the show's host. Ask several students to be part of a panel of experts. Seat them in front of the "studio audience" (other students).

Choose a situation to discuss from the suggestions below, or create your own. Read it to the class. Have the panel members give their "expert opinions" on how the situation should be handled. Let the audience members make comments and ask questions. (For fun, have them stand and speak into a pretend microphone.)

- ◆ Some students in your school are calling minority students racist names. What would be the best way for Christian students to respond to the situation?
- ◆ A youth group camping trip turns into a nightmare when the members forget their manners at home. Soon arguing breaks out. What could the leaders or members do to save their damaged friendships?

◆ In an effort to be popular, a friend is spreading stories about other students that you know aren't true. How would you react?

RESPONSE Have a volunteer read 1 John 4:11 and ask, "What does God want us to do?" (*Love one another.*)

Ask a volunteer to read Matthew 5:21-22. Discuss, "What three things does Jesus equate with murder?" (*Anger, insults, and name calling.*) How does Jesus want us to treat other people? (*With love and forgiveness; see Matthew 5:23-24.*)

Give each person a prepared heart and a pen. On the heart, have them write the name of a person they know well who needs extra love at this time. (It could be an adult, child, peer, family member, neighbor, and so on.) Ask them to plan a way to show love to the person in the coming week, and write the plan on the heart.

Tell them to take the heart home and put it in a place where it will remind them to actually do what they planned.



Stewardship

Keep the earth

FOCUS Good stewards care for the earth.



PREPARATION For "Warm-up," gather several instruction manuals for various appliances. For "Activity," have a bell or whistle available.

Write names of various articles on slips of paper (such as old bicycles, magazines, videotapes, clothes, food, eye glasses, greeting cards, stuffed animals, packaging, containers) and put the slips of paper in a basket. Bring pens or pencils, an index card for each person, removable tape, and a world map for "Response."

BACKGROUND God tells Adam in Genesis 2:15 to both "till" and "keep" the earth. While God urges us to use the gift of creation for survival, God also asks us to protect creation for future generations.

WARM-UP: TILL AND KEEP Begin your discussion by showing the group the instruction

manuals you have brought. Remind them that when we buy a machine, it generally comes with an instruction manual. The manual tells us how to use the machine properly and safely.

Ask a volunteer to read Genesis 2:15, and then ask, "What were the two things that God told Adam to do with the garden?" (*Till and keep it.*) "What is tilling?" (*Farming the soil.*) "What does it mean to keep the garden?" (*To take care of it.*)

Tell your group that Genesis 2:15 is God's instruction manual for the proper use of the earth. God gives us the use of the earth to help us meet our needs. But God also says to protect the earth for the future.

ACTIVITY: GUESS THE GARBAGE Play a game to check your youth's reduce, reuse, and recycle awareness. Divide into three teams and ask the first player from each team to come to

the front of the room where you have placed the basket containing the slips of paper with the reduce, reuse, recycle items written on them.

Instruct the three players to draw an item out of the basket and return to their teams. Teams should quickly decide how they can reduce, reuse, or recycle their item. When they have decided, the team player that drew the slip of paper should run to the front of the room and ring the bell or blow the whistle. He or she then waits until the other two teams are also ready and can ring the bell for their teams.

Then, the first bell-ringer explains to the other two teams how his or her team would reduce, reuse, or recycle their item. The other two teams should decide if they accept the ideas as workable. If they do, points are granted. The bell-ringers for the second and third teams give their explanations and are also judged. The first team receives three points; the second team, two points, and the third team, one point. Any team whose idea is judged not workable does not receive points for that round.

The game goes on with the next set of players and continues in the same manner until all have had a turn. The team with the most points wins.

RESPONSE Post the world map and entitle it "God's Instruction Manual for the Earth."

Remind your group that our landfill space is running out. To protect the earth as God asks, we need to reduce, reuse, and recycle our trash.

Give each of your participants an index card and a pen or pencil. As a group, think of specific ways to recycle, reuse, and reduce consumption. As each new suggestion is given, ask a different group member to write it on his or her card, and then ask him or her to tape or tack the card to the map.

Ask the students to pick one idea to try in the coming week. As a class, you may also want to plan a long-range project using one of the ideas generated by this discussion.



Stewardship

In God's wisdom

FOCUS God calls us to protect animals.



PREPARATION Bring two bells for "Warm-up."

BACKGROUND Psalm 104:24 states that God made the creatures of earth "in wisdom," knowing how they are all connected. When humans contribute to the extinction of a species of animals, we disregard God's plan for creation.

WARM-UP: FAUNA FEUD Ask participants what the difference is between endangered and extinct species of animals. (*Extinct species no longer exist. Endangered species are in danger of extinction.*) Tell youth that scientists believe 10 percent of all plants and animals on the earth today are endangered. Many species are already extinct.

Divide your group into two equal teams. Place the two bells about four feet apart on a table. Line up each team behind a bell.

Tell the first players in line that you will read the name of an animal. The first to ring a bell

and correctly identify the animal as either endangered or extinct will win a point for his or her team. Randomly select animals from the list below. Continue until all students have played.

ENDANGERED SPECIES

African elephant
mountain gorilla
snow leopard
key deer
timber wolf
giant panda
humpback whale
American crocodile
polar bear
southern bald eagle
whooping crane
California condor
desert tortoise
gray bat

EXTINCT SPECIES

Toolach wallaby
Amak song sparrow
passenger pigeon
Carolina parakeet
Labrador duck
European wild ox
Mexican grizzly bear
San Gorgonio trout
dodo bird
Arabian ostrich
Burchell's zebra
European lion
Japanese wolf
Eastern cougar

ACTIVITY: CREATURE FEATURE Remind your group that sometimes natural causes like climate changes or disease cause species to become extinct. But humans also cause extinction through hunting, poisoning, or interfering with habitats.

Divide the class into small groups (or work as a group if you have fewer than six participants). Give the groups three to five minutes to prepare one-minute skits that show a specific way we can protect animals and include everyone in the group.

Encourage the groups to develop their own skits, but offer topic suggestions to groups that need ideas. (*Joining environmental groups, avoiding the use of dangerous chemicals, following good hunting and fishing ethics, protecting habitats, writing to government officials, caring for pets.*)

Affirm each group as it presents its skit.

RESPONSE Ask a volunteer to read Psalm 104:24, and then remind participants that God made all the earth's creatures in wisdom. Ask them how they think God reacts when humans cause the extinction of one of God's species? Reread the list of endangered species from "Fauna Feud" on page 13. There are 270 endangered species in the United States alone. The more we are aware of them, the better we can protect them.

Have each youth choose one species to pray for during every day of the next month.

As a more involved project, research what species might be on or close to being on the endangered species list in your geographical area. Brainstorm and carry out plans that might help them survive.

their "Top Ten List" to the class, from number ten to number one.

RESPONSE Discuss plans that were the same or similar in each group. Which plan was the most unique? Which plans focused on positive attitudes? Which plans focused on the negative? Which plans would help people see where they might fit in as members of the

church? Choose one or two plans to present to your church council. Offer to help implement it.

Pass out copies of Reproducible Page 2 to everyone and ask each participant to complete the form according to the directions. Take some time to discuss them, answer questions, and suggest ways that this information could be used.



Stewardship

Unwrapping your gifts

FOCUS God wants us to use our gifts.



PREPARATION Collect enough old Christmas cards so that you will have one for each participant in "Warm-up." Cut off the back pages of the cards and save fronts that are blank on the other side. Make a copy of Reproducible Page 2 (p. 41) for each person. Also, have pens or pencils and paper available.

BACKGROUND Romans 12:3-8 tells us God gives each of us different gifts to use to share the gospel.

WARM-UP: GIFT GROUPS If your class is large, divide into small groups. Give each student a Christmas card and a pen. Have each participant write his or her name on the blank side of the card. Pass the cards around so others can write special talents, gifts, qualities, or characteristics of that person.

Remind participants that during Christmas, we celebrate God's gift of Jesus to us. God also gives us other gifts that we can share. Ask the participants to share the lists of gifts their classmates wrote for them.

ACTIVITY: TOP TEN PROMOS Use the same groups that you used in the previous activity. Give each group a piece of writing paper.

Ask a volunteer to read Romans 12:3-8. Tell participants that according to Paul, God gives each of us different gifts. Ask, "What are the gifts Paul mentions?" (*Ministry, teaching, exhortation, preaching, giving, leading, compassion.*) "For what purpose do you think God gives us these gifts?" (*To strengthen the church.*)

Remind participants that Paul says our talents should be used to build God's church. Yet, there are many Christians who are not very active in their congregations.

Ask groups to come up with a church promotional plan that would make everyone want to be in church on a regular basis. Have each group choose 10 ways they would advertise the church, and have one person write these on the paper they have been given. Encourage youth to think about the talents of people in preparing their promotionals.

Next, tell groups to rank their plans from one to ten. Have each group select a person or two to be their "Advertising Specialists" and read



Stewardship

Money matters

FOCUS God gives us money to use for heavenly purposes.



PREPARATION Have available chalkboard and chalk or chart paper and markers. Each participant will need 10 pennies for "Activity" and writing paper and pencil for "Response." You may also want two or three simple calculators for "Response." Make a copy of Reproducible Page 3 (p. 42) for each person.

BACKGROUND Jesus teaches us to store up heavenly treasures instead of earthly treasures. Tithing is God's way of helping us set our priorities to ensure that we use our gifts of money to share God's word with others.

WARM-UP: HEAVEN AND EARTH LISTS Draw two columns on the chalkboard. Label one "Heavenly Treasures" and the other "Earthly Treasures."

Ask a volunteer to read Matthew 6:19-21. Discuss the difference between treasures on earth and treasures in heaven. (*Earthly treasures have no spiritual value; whereas, heavenly treasures nourish our faith.*)

Have youth give examples of earthly and heavenly treasures and write them in the columns they designate on the chalkboard.

ACTIVITY: TITHING GAME Jesus says "Where your treasure is, there your heart will be also" (Matthew 6:21). Ask, "What do you think he means?" (*Your priorities show in the way you spend your money.*) Many Christians use "tithing" to remind themselves to put God first in their spending. Tithers give the first 10

percent of their income to the church. Then they adapt their lifestyles to live on the remaining money.

Give each participant 10 pennies. Tell them that they are adults and that these pennies are their monthly income. Tell them you will read a list of possible expenses for one month and as you read each item, they should set aside one penny if it's something they need or want.

Read this list, giving participants time with each item to think and set aside their pennies, if they wish: *Groceries, rent/mortgage, furniture, car, gas, car insurance, health insurance, cable television, electricity, water, heat, telephone, clothing, entertainment, offering for church.*

Ask participants to raise their hands if they had money left to give to the church. What were the disadvantages of not knowing what items were coming up next on the list? (*It was hard to plan ahead, make decisions, have enough money.*)

RESPONSE Give each participant a copy of Reproducible Page 3. Read aloud the introductory paragraphs and then ask group members to calculate how they will spend the money Jeremy has.

Take some time to talk it over, using the questions at the bottom of the work sheet.



Global projects

Introduction

That all people may know the saving love of Jesus Christ! This is God's mission, for which each of us is sent into the world. The world into which we are sent becomes broad and encompassing when we are given many opportu-

nities to act as citizens of a global community. *Global Projects* provides you with eight activities that are intended to help youth think globally even as they act locally.



Global projects

Where in the world is the church?

FOCUS To enable young people to grow in their understanding and appreciation of the Lutheran church as a global church, and to offer prayers for their brothers and sisters in Christ wherever they are.



PREPARATION Gather or have available the following materials: a large world map; removable tape; chalkboard and chalk or chart paper and markers; a number of brief news articles about the Lutheran church in various parts of the world.

Your congregation may have a map showing the sites of global mission of the Evangelical Lutheran Church in America (ELCA). The "News: World/Nation" of *The Lutheran* is a good source for short news articles. Try to have enough articles so that each student has news from a different country. It is not expected that all the nations where the ELCA is at work will be represented in these articles. If you have more than 12 participants, you might have the youth work in pairs.

Be able to find the location on the map of all the areas described in the news articles you have brought for the activity.

BACKGROUND This activity will be especially helpful for youth who may have a limited view of the church in the world. It can be used with a study of church history, the Christian community, or a biblical study of the body of Christ in the world.

WARM-UP Ask youth to name the continents of the world (*Africa, Europe, Asia, North America, South America, Australia, and Antarctica*). Give help as needed. Ask the students on which continents they think they might find the Lutheran church. State that the Lutheran church is on every continent and in almost all countries of the world. Don't get bogged down with statistics. Focus on the broad geographical range of the church in the world.

ACTIVITY Hand out the news articles on Lutheran missions that you have collected, one to each student or pair of students. Ask them to read the article that has been given to them. (If the congregation already supports a missionary, include material on that person and place.) As they read, write on the chalkboard or on chart paper the following two assignments:

- ◆ Locate the church you read about on the world map.
- ◆ Report on what are or have been the chief concerns of the church in the article you have read.

When the group is ready to report, call on one person to locate the place he or she read about on the world map. Then have the person report on the concerns of the church in that

place. Proceed around your group in the same manner. (A good visual device is to have them attach their articles on the map with removable tape, masking tape, or tacks. Avoid cellophane tape; it could damage the printing on the map.)

RESPONSE Review the kinds of concerns participants found that the church had in the various countries. Ask them how they can help their brothers and sisters in Christ around the world. They may think of their monetary offerings. Encourage them to include prayers, letter

writing, and advocacy, such as Bread for the World and Habitat for Humanity.

Conclude with a prayer in which you ask them to pray for the people and their concerns. They could write prayer petitions, but if time is at a premium, you could use the following:

Gracious and loving God, accept our prayers for the people of (Have each person say the name of a country). Keep them in your care always and help us to remember them daily in our prayers. We pray in Jesus' name. Amen.



Global projects

Lift high the cross

FOCUS To help youth appreciate one of the great hymns of witnessing and to express the concept of Christ for the world in an art form.



PREPARATION Have copies of *Lutheran Book of Worship* or another hymnal that has the hymn "Lift High the Cross" available for each person. Arrange for musical accompaniment for singing the hymn, such as a piano or guitar player.

Gather art supplies: Construction paper in assorted colors, scissors for each person, and white glue or glue sticks.

BACKGROUND "Lift High the Cross" is a powerful hymn in the "Witness" section of *Lutheran Book of Worship*. The symbolism and word pictures make it a hymn that can be readily visualized.

WARM-UP Hand out hymnals to the group, and have them turn to "Lift High the Cross." If you have invited an accompanist, introduce that person to the group. Sing the hymn together. Write on the chalkboard (or chart paper) any symbolism or word pictures the students can find in the hymn. Call attention particularly to words like: *cross, the love of Christ, the world, sacred name*.

ACTIVITY Explain to the group that they will be making pictures to illustrate the chorus of "Lift High the Cross." Point out the words of the chorus.

Pass out construction paper, scissors, and glue or glue sticks to participants and let them know that they are not to use pens, markers, or crayons on their pictures. Explain that you want their pictures to have a strictly visual effect. This is one time they will not use words to tell the story of Christ for the world.

Enjoy a conversation with the youth about their art work. Gather the youth in a circle so that they can see each other's work.

This is not a time to judge who has done the best work, but it is a time to talk over the experience. Raise questions, such as: How have they portrayed the cross? Who is it that must lift high the cross? How do we proclaim or tell others of the love of Christ? Must we always use words to tell others of the love of Christ? Where can we begin proclaiming (witnessing, telling) that Christ is Lord of all? If the Lutheran church is on every continent in the world, why is it necessary to keep on proclaiming? What can we do right now to be witnesses for Christ in our families, in our schools, in all the world?

RESPONSE Decide how to display the art work. If it is possible, the group may want to display their art where the whole congregation can see it. They may also choose to take their art home to share with their families.

A possible outside project for your group would be to do more extensive research on a particular mission. Your group could host a mission awareness evening and present the information they have found to the congregation.

The presentation could include artifacts, music, and slides from the mission they have researched. Lunch could include foods typical of the area they are presenting.



Global projects

The Great Commission

FOCUS To help youth become more familiar with Jesus' commission to the disciples and to count themselves as disciples who are also sent into the world with Jesus' promise.



PREPARATION Have available for each participant: a Bible, an index card, a pencil, and five copies of Reproducible Page 4 (p. 43).

BACKGROUND Matthew 28:16-20 is often referred to as the Great Commission. Its stirring words are used in the church whenever a missionary is commissioned for overseas ministries and when there is a baptism. Jesus sends all of us who, through our baptism, are his disciples. The task in this activity is to help youth respond to their call as disciples.

WARM-UP Have participants turn to Matthew 28:16-20 in their Bibles. Tell them this passage is Jesus' commission to his disciples just before his ascension into heaven. Write the following three points on a chalkboard or chart paper and tell them that as you read, you want them to pay particular attention to these points.

- ◆ What the disciples did when they saw Jesus (28:16, 17);
- ◆ What Jesus told the disciples to do (28:18, 19, 20a); and
- ◆ What Jesus promised his disciples (28:20b).

After you have read the passage, briefly give the students an opportunity to share what they heard in the passage.

ACTIVITY Ask for volunteers to read the five roles in the "dramalogue" on the reproduc-

ible page you have prepared. Explain to the class that a dramalogue is a short drama that is read aloud. The dramalogue does not need a special stage, costumes, rehearsals, or memorization. You will need five chairs to suggest the group setting in which the dramalogue takes place.

Hand out the parts. Ask those who are reading to sit in the special arrangement of chairs you have provided. Those who do not have roles in the dramalogue should consider themselves in the audience, where you also can take your place when the dramalogue begins.

RESPONSE Hand out pencils and index cards to all of the participants when the dramalogue is over. Ask them to complete Doug's last line as though it were their own: **If Jesus is counting on me to be one of his disciples, I think I need . . .**

While participants are writing, try to do the same for yourself. When all are completely through writing, share your own answer and your own yearning to continue growing as a disciple. Encourage the group members to share their answers, helping them to accept the struggle as part of discipleship.

Talk about the various responses. Affirm each individual. We all respond and witness in a variety of ways.

Global projects

Involvement in Lutheran World Relief

FOCUS To involve youth in a hands-on project for Lutheran World Relief that can give a small ray of hope to people who suffer from disasters, poverty, and disease overseas.



PREPARATION Send for the brochure "Involvement" from Lutheran World Relief (LWR), Askov, Minn., 55704.

This brochure from LWR will describe all you need to know about assembling and sending completed projects. Other information or questions may be addressed to:

Secretary for Parish Projects
Lutheran World Relief
390 Park Avenue South
New York NY 10016 or call (212) 532-6350

BACKGROUND Lutheran World Relief is the overseas development and relief arm of the Evangelical Lutheran Church in America and the Lutheran Church—Missouri Synod. This cooperative ministry assists synods, social ministry organizations, and congregations in meeting emergency human needs following a major disaster.

When the brochure "Involvement" arrives, read over the instructions for the six projects. Choose one of the four kits to assemble according to which one you believe your group can accomplish in the time available and according to their ability to contribute the needed items.

Two weeks preceding the actual day for assembling the kits, tell the youth they will have an opportunity to give the gift of hope to someone who is suffering because of a disaster, poverty, or disease. Write the needed gifts on a chalkboard or chart paper. Ask the youth to volunteer for items they can bring.

Contact absentees. Explain the project to them. Invite them to participate by bringing one of the needed items.

Study the brochure's packing instructions and gather the supplies you will need for packing.

Gather any articles in *The Lutheran* (a magazine published by the Evangelical Lutheran Church in America) or other resource that will keep the Lutheran World Relief story current for the youth.

WARM-UP Share with the group any information you have obtained about Lutheran World Relief or articles you have gathered. Explain to the group what will happen to the kits they complete, noting in "Involvement" where parish projects actually go.

ACTIVITY Demonstrate how each kit is to be assembled. Explain the procedure, using either assembly line packing or small group packing. Finally, go over the procedure for packing the kits for mailing. Assign participants to the various tasks, being sure that each person is involved.

RESPONSE Gather the group in a circle. Ask them to join hands and bow their heads in prayer. Use a prayer of your own, or ask one of the youth to read the following:

O, Lord, we thank you for the opportunity we have had today to come together for learning and activity. We ask that your blessing will go with our kits and that others will know that our gift has been sent with love. May we always be ready to offer hope and love, in Jesus' name and for his sake, we pray. Amen.



Global projects

Morral: A grab bag game from Brazil

FOCUS To challenge the youth to take a risk by participating in God's mission as they play and enjoy a game from Brazil.



PREPARATION For "Activity" you will need one individual risk card for each participant (or one for every two participants if you want them to work in pairs). Following are examples of the kinds of risks you can write on the cards. Add others that apply to what is happening in your congregation.

- ◆ Clip one article from a daily newspaper and write a prayer for the people in that article. Read your prayer to your classmates.
- ◆ Get a piece of construction paper and felt markers. Draw a symbol that proclaims: JESUS IS LORD OF ALL. Share it with others.
- ◆ Write a prayer petition for global missions. Ask your pastor to include it with the prayers of the church.
- ◆ Find out at least three ways that your congregation is involved in global missions. Name at least one way you could become involved too.
- ◆ Get a strip of construction paper. Cut it to measure 4½" x 12". Design a bumper sticker that says: CHRIST FOR THE WORLD!
- ◆ Name three things about your church that you like and would like to share with a neighbor. Plan what you will say to your neighbor and when you will say it.

Gather any supplies that may be needed for the activity, such as newspaper, information on how your church is involved in global missions, felt markers, construction paper, scissors, and a bag for the Morral.

You may want to have on hand a book, such as an encyclopedia, with information about Brazil for "Warm-up."

BACKGROUND One of the enjoyable ways of getting to know people in far-off lands is to find out how they have fun and what kinds of games they like to play.

Morral is Brazil's version of the game of Grab Bag, which is played in many variations all

around the world. Sometimes the grab bag will have slips of paper or cards with fortunes written on them. Other times the cards contain stunts or charades that must be performed. In this Morral you will have individual risk cards that will challenge the youth to take a simple risk for God's mission in the world.

WARM-UP Gather the youth in a circle. Explain to the youth that the Evangelical Lutheran Church in America has missionaries in Brazil and that Lutheran World Relief is in Brazil helping the people toward a better quality of life. Find out what the participants know about Brazil. (Use the encyclopedia as a backup, if you need to.)

ACTIVITY Tell the group that to help them think globally they will be playing Morral, a game from Brazil. Show them the bag you have brought and tell that *Morral* is the Portuguese word (the language of Brazil) for Grab Bag.

Tell participants you will pass the bag around the circle. Each person (or pair of participants) is to reach into the bag and take out a card. No one is to peek at what is written on the card.

When everyone has a risk card, have each one silently read the risk card. Point out where the supplies are. Send them off to their tasks, and tell them when to return.

RESPONSE When participants have completed their risk-taking projects, bring them back into the circle. Have them tell what their risk was, what they did, and why it was a risk. Conclude with a brief summary of why becoming involved in God's mission often requires us to risk. If we are disciples, we are bound to have our share of risks. Ask how God's mission to share the good news of Jesus Christ is worth the risk.



Global projects

Praising Jesus

FOCUS To encourage youth to know that they have talents that can be used now to share God's good news in Jesus Christ.



PREPARATION Look over the story, "The Children's Song," and the song, "Asante Sana Yesu," on pages 44-45. Choose a youth with a

strong, clear voice to be the storyteller. If necessary, enlist help to teach the song. Wherever possible let the students assume responsibility.

Arrange with the Sunday school superintendent when and where the youth can share their story and song at an all school gathering or in a single classroom.

Copy Reproducible Page 5 (p. 44) and Reproducible Page 6 (p. 45) for each person.

BACKGROUND One of the ways youth can be good news bearers is to share a story and a song with the children in Sunday school. Provided here is a short story, "The Children's Song," and an easy song for them to learn and teach to others in both Kiswahili and in English. Preparation time and the actual presentation of the story and the song to the younger children may have to be split between two time periods, depending on your class schedule. The rehearsal time should be brief, and the presentation time no longer than 15 minutes.

WARM-UP Tell the youth that to be good news bearers they can look for opportunities here and now. Introduce the idea of sharing a story and a song with younger children. Explain

how this can happen. Introduce your storyteller and ask him or her to read "The Children's Song" now to the class. Hand out copies of Reproducible Page 6.

ACTIVITY If you have asked a music leader to rehearse "Asante Sana Yesu," introduce that person to the class now. Have the music leader point out that the song is written in both Kiswahili and English. Put on the chalkboard the pronunciation: as-SAHN-tey SAH-nah YEH-soo. Remind the youth again that they will be learning both verses, and then they will be able to teach the younger children as well. Sing it through several times so they feel comfortable with it.

Go over the plan for when they will be sharing the story and the song with the younger children. Note that the storyteller will cue them in when it is time for the class to sing the song.

RESPONSE Take your group to the all-school gathering or to the individual classroom as you have arranged. Prepare the group to whom you are presenting by sharing some of the background you gave your own class. Present the story and teach the song. When you have returned to your own classroom, ask your group for their reactions. What did they see and hear? Hand out copies of Reproducible Page 5 for the youth to take home with them.



Global projects

What's in a pronoun?

FOCUS To engage youth in an activity using the Lord's Prayer to enlarge their understanding of all who believe in the one true God.



PREPARATION Make copies of the version of the Lord's Prayer that is used in your congregation (enough for each person). Gather pencils, scissors, one piece of 18" X 24" poster board for each participant (or group of participants), white glue or paste, wide-tip markers, and old magazines. (Avoid magazines that only picture celebrities. Look for those that demonstrate human diversity.)

BACKGROUND The Lord's Prayer is both a personal prayer and one that opens to us a growing awareness of our connectedness with the whole people of God. The needs of people everywhere become our own needs when we begin to think of ourselves as one with all others.

We say "our" and "us," not "my" and "me." Whether we are praying the Lord's Prayer alone or with others, the fellowship of believers is very much with us. In this activity you will be developing this concept.

WARM-UP Begin by asking the group if the Lord's Prayer is a personal prayer, one that they can say any time, any place by themselves. When they have agreed that the Lord's Prayer can be a personal prayer, ask if it can be also a group prayer, one that we say with others. The participants should be able to say that the Lord's Prayer is both a personal prayer and a prayer for corporate use, one that we share with people on every continent, wherever there

are people who know Jesus.

Hand out copies of the Lord's Prayer and pencils. Have the youth look for personal pronouns such as "me" and "my." Have them circle "us" and "our" each time they appear. Briefly talk over the experience. Assure them that it is still a prayer that we want to use when we are alone, but, even as we pray for our own needs, we will also pray with and for the whole people of God.

ACTIVITY To help participants picture the concept of praying with and for the whole people of God, they will make a collage. Let them work alone or in pairs. Show them where the supplies are. Give the following directions.

- ◆ Look in the magazines for pictures that illustrate our fellowship with all people and the importance of praying with and for the whole people of God.
- ◆ Cut or tear out the pictures you want to use.
- ◆ Overlap or align your pictures and glue them to the poster board.
- ◆ Let the pictures tell the story, but you can also use a wide-tip marker to title your collage.
- ◆ Clean up your work space when you are finished.

RESPONSE Gather the youth together in a circle and have them share their collages. Help them to keep the focus on the Lord's Prayer and our fellowship with all God's people. Close by praying the Lord's Prayer.



Global projects

Celebrating interdependence!

FOCUS To assist the youth to grow in appreciation of the interlinking of churches, nations, people, and cultures in a world that has grown increasingly interdependent.



PREPARATION Gather pictures and newspaper headlines that will increase the group's awareness of interdependence. These could include a space satellite, malnourished people from various nations, an oil or chemical spill, the devastating effects of acid rain, city dwellers from various nations, a farm, a political rally, a Christian church in Africa, an Islamic mosque in a North American setting, or ravaged Sarajevo. News headlines should reflect in some way the interlinking of churches, nations, peoples, and cultures.

BACKGROUND It is important that we continue to find ways that youth can experience global interdependence. It is much easier to think that we are the center of the world from which all good things emanate outward than it is to think how we are intertwined with others in every part of the world.

WARM-UP Have the youth look around at their classmates. Take a few minutes to talk over what it means to be interdependent as a class group. Use the following statements, asking the youth to stand up if they can agree with the statement.

- ◆ As classmates we aren't very much alike, but we can still appreciate our similarities and differences.
- ◆ We are linked together because what we do in class can often affect all of us.
- ◆ If what we do affects each other, then our actions ought to be responsible ones.
- ◆ If what we do affects each other, then we ought to be more aware of each other's needs.

ACTIVITY Ask the youth to sit in a circle. Have them imagine that their circle is the world. Give each person the name of a nation. It would be good to have each of the continents represented (*Africa, Europe, Asia, North America, South America, Australia, and Antarctica*). Ask them to think of themselves as that nation, reflecting on (as much as they are able) the people, religions, and culture of their particular nation. Perhaps you will need to do some sharing of information to help those who are struggling to recall something about their nation.

Using the pictures and headlines you have gathered, hold up one at a time, asking the "nations" to stand up if they, their people, their culture, or their churches are affected in any way by what you are showing. How many nations are affected if a nuclear disaster occurs? How does pollution on one side of the globe affect someone on the other side of the world? Does good that occurs in one nation also affect people elsewhere? Does the work that Mother Teresa does in India affect us in the United States? How did Martin Luther King, Jr.'s call to freedom affect others in South Africa? Some pictures and your questioning will have the "nations" bobbing up and down.

RESPONSE Review the group's previous observations about interdependence in the classroom. Do any of those observations apply to the global circle they have created? What does this experience help us to understand and appreciate about responsible action and about caring for each other's needs?



Hunger/Justice

Introduction

Jesus' words in Matthew remind us of our call to meet the needs of our brothers and sisters throughout the world. "For I was hungry and you gave me food" (25:35a); "I was in prison and you visited me" (25:36b); "As you did it to one of the least of these who are members of

my family, you did it to me" (25:40b). The following hunger and justice activities will help young people understand this call and give them practical ways to respond to it in their lives.



Hunger/Justice

Protein and hunger

FOCUS This activity will help participants become aware of their consumption of meat products as well as introduce them to alternative sources of protein.



PREPARATION For "Activity" you will need 33 boxes (such as milk cartons) of the same size; samples of nonmeat protein (to be specified later in the activity); copies of Reproducible Page 7 (p. 46).

BACKGROUND In a fast food, fast pace society one often overlooks the luxury of meat as a source of protein. When grabbing a burger to go, one rarely wonders: Where did this all-beef patty come from? or What effect might the production of this form of protein have on the availability of high protein diets for all God's people?

WARM-UP Ask each participant to make a list of every meat product he or she ate in the past 24 hours. After the lists are complete, ask the participants to figure the approximate number of pounds of meat they ate. (*A hamburger patty is usually about four ounces.*) When the participants have totaled their personal consumption of meat in pounds, tally the total number of pounds for the whole group.

ACTIVITY: WHAT'S FOR DINNER?

Invite the group to sit in a circle on the floor or in a circle of chairs. Using the boxes you have

collected, have the group construct a three dimensional graph as you present the facts from Reproducible Page 7 that pertain to pounds of edible meat produced by livestock. (*Each box will represent one pound of meat or one pound of grain and soy.*)

After the graph is constructed, pass around samples of nonmeat protein such as soybeans, tofu, nuts, and fresh spinach leaves. As the participants examine and/or taste the samples, share the facts from Reproducible Page 7 about vegetable protein as opposed to meat protein. It may be helpful to have a sample of the tofu spread on crackers for the participants to try. Give each participant a copy of Reproducible Page 7 to take home.

RESPONSE Discuss the following questions.

1. What are some potentially positive and/or negative effects of cutting back on our consumption of meat protein? (*Positive effects: more land for growing high protein plants to feed more people; healthier bodies. Negative effects: less income for beef producers. Be sure to point out that we should not take this loss of income lightly because we all depend on farmers and ranchers for food. A future project might include inviting a beef producer to visit class to discuss the problem. Ask them how they*

view this situation. Perhaps they are using land to feed their animals that would not be suitable for raising other crops. How realistic might it be for them to convert to raising grains and vegetables or indigenous animals for consumption? Would they be able to make a living? What other problems would they have? Try to be understanding of the dilemma they would face.)

2. How can we show our concern for beef producers who would lose their income by this shift in consumption? (*Encourage government research and support for beef producers seeking alternative products, such as indigenous animals or grains. Remind your class that the*

latest evidence shows that eating less meat is better for us. But also point out that new studies are constantly being done and that, for now, they might want to consider at least planning to eat reasonable, well-balanced meals.)

3. What are some ways we could encourage our families, community, and church to consider eating less meat? (*We could share meatless meals with our families, ask schools to offer vegetarian entrees, or sponsor a parish-wide potluck that would include some meatless or indigenous meat dishes and share recipes.*)

Information used in this segment is from *Diet for a Small Planet*, Revised Edition, by Mary Frances Moore Lappé. New York: Ballantine Books, 1971, 1975.



Hunger/Justice

A well-fed world

FOCUS This activity will encourage participants to imagine a world without hunger and injustice and to share their images with one another.



PREPARATION For "Activity," everyone will need used grocery bags and markers.

BACKGROUND There is a saying from Zimbabwe that goes, "If you can walk you can dance. If you can talk you can sing." Such a saying can serve as a reminder that we must not allow the weight of injustice to paralyze our ability to imagine a world without it. Looking beyond the facts and figures that can seem hopeless will take us a step beyond the bondage of hunger and greed. If we can imagine a world without injustice, it can be.

WARM-UP Here is an activity to get everyone's imagination percolating. Ask everyone to sit in a circle on the floor or on chairs. Tell the group that you are going to begin to tell a story about nothing in particular. At any time in the story you can stop and nudge the person on your left who must pick up where you left off, adding something to the story. This continues around the circle until the last person to speak must try to bring the story you all created to a logical conclusion.

ACTIVITY: IMAGINE . . . With the participants still sitting together in their circle, congratulate them on their creativity in storytelling. Now ask them to use their imaginations in a different way. Ask the group to imagine what

hunger must be like. (Be sensitive to the possibility that for some participants hunger may have been, or may be, a reality in their lives.) Ask volunteers to share an image they have of hunger.

When the group has responded, ask if they can imagine what it would be like to live in a world without hunger. How might the world change? (*More happiness, less war, healthier environment.*) How might their lives change? (*I would have to share more, my family would be better off.*)

After the participants have shared their thoughts, give each one a used grocery bag. Using markers, each participant should try to fill one side of each bag with pictures, symbols and/or words that express their image of a well-fed world, a world without hunger.

When everyone is finished, ask each person to share his or her drawing with the rest of the group. Talk about the similarities between the drawings as well as the uniqueness of each bag.

RESPONSE You may want to use the grocery bags as part of a congregational food drive. Canned goods could be placed in the participants' bags and later delivered to an area food shelf. Perhaps some members of the group could volunteer to make a banner that reads "Imagine a World without Hunger" to hang over the food collection displayed.



Hunger/Justice

Injustice today

FOCUS This activity will help participants discuss injustice at personal and societal levels.



PREPARATION You will need chalkboard and chalk or chart paper and markers for "Activity." Make copies of Reproducible Page 8

(p. 47).

BACKGROUND We live in a day-to-day world that does not yet fully realize the love of God. Through our faith in the risen Christ and the bond of our Christian love, we are enabled to face such a world and challenge the injustice that dwells within.

WARM-UP Begin this activity by helping the participants define *injustice*. (Answers may include *treating someone unfairly, being accused wrongly of a crime, hurting someone*.) Now ask them to think of a time when they personally experienced injustice. Perhaps they felt unjustly treated by a parent, teacher, or friend. Then ask them to share that experience with a partner.

ACTIVITY: IT ISN'T FAIR As you call the participants back together, write on a chalkboard or chart paper several categories in our society where injustice occurs, such as with women's rights, education, health care, earth care, the judicial system, and so on. Try to include topics that are of special interest at the time you use this activity.

Ask the participants to suggest two or three specific current examples of injustice for each category. Record all of the suggestions—even if there is disagreement among group members as to whether some of the issues are unjust or not.

Now divide the group into small groups of two or three participants. (If your group is small, do as a whole group.) Ask each small group to choose one example of injustice from each category that they, as a group, feel is the greatest injustice within that category. When

the groups have finished, ask them to now choose the one issue from the whole list that they feel is the most wrong and is in most urgent need of correction.

After allowing the small groups time to reach a consensus, bring the participants back together in their large group. Ask a representative from each small group to name the number one injustice that his or her group chose and tell why the group feels it is in urgent need of correction. Allow time between each presentation for questions and comments from other group members. Write each issue on the chalkboard or chart paper as each representative responds.

RESPONSE When all of the small groups have responded, ask the group to select the one issue from this list that most affects them at this stage in their lives. It may be difficult for them to reach a consensus, but encourage them to focus their attention on just one issue.

When they have reached an agreement, ask, "As Christians, what are some ways we can help right the wrong of this injustice?" Help your group name several concrete ways they could work toward defusing the injustice. As ideas are shared, point out the importance of a variety of ideas.

Ask the participants what a *covenant* is. (A *promise between people or between people and God*). How might a covenant help them overcome the injustice they have named? (*It would help us work together; it would help us depend on God.*) Perhaps the group could covenant together to work on a particular aspect of the injustice they named as part of a service project.

Give each participant a copy of Reproducible Page 8 to share ideas with each other and with their families.



Hunger/Justice

Justice for all

FOCUS This activity will help participants visualize how unjust distribution of resources contributes to hunger.



PREPARATION For "Activity" collect enough paper lunch bags to have one for every two to five participants. Fix a large bowl of popcorn. Divide the popcorn into serving bowls, one for each group of two to five participants. Make one serving bowl heaped with popcorn, others with a moderate amount, and one or two with no more than ten pieces of popcorn each.

BACKGROUND Young people growing up in today's society are often bombarded by messages from the media reinforcing the notion that "more is better." But in a hungry world that groans for an equal distribution of resources, people today are called by Christ to sacrifice greed in order to feed the hungry, clothe the naked, and care for the sick (Matthew 25:35-40), not just as part of a short-term project, but as an ongoing lifestyle choice that reflects a desire for justice for all.

WARM-UP Ask the small groups to make the paper lunch bags they have been given resemble the heads of dragons by opening the bag; laying it on its side; and drawing on eyes, nostrils, scales, and a great many teeth around the opening of the bag.

Ask each small group to give its dragon a name. Tell them that they will be in charge of caring for their dragon. Ask participants to consider what kinds of justice issues would be the most important to them as they think about caring for their dragon. (*Food, clothing, and shelter will probably be among their responses, but accept all reasonable answers.*)

ACTIVITY: POPCORN AND DRAGONS Situate the groups close together so that they will be able to observe and hear each other as the activity progresses.

Tell the participants that, as dragon keepers, they must feed their dragons regularly in order to keep them satisfied. A dragon must be fed

five pieces of popcorn every half minute. If it is not fed, it will devour one of its dragon keepers. One devoured dragon keeper will satisfy a dragon for one minute.

Announce that you are "The Great Popper." You have popped enough popcorn to satisfy every dragon in the room. Hurrah! However, when popping the popcorn it did not fall evenly into the bowls.

Pass out the bowls of popcorn. Announce to the groups that it is time to feed their dragons. Announce feeding time every 30 seconds. If a group runs out of popcorn, it must decide which dragon keeper will be devoured. (A devoured dragon keeper puts his or her head down.) Continue the activity for a total of five minutes, observing the dynamics within and between groups.

Now bring the groups together and discuss what happened. Ask the participants what happened in their groups. How did it feel when they received their bowls of popcorn? (*Unfair, lucky.*) How did they feel after the first feeding? (*Anxious, indifferent.*) After the second? (*Panicked, ho-hum.*) What was it like for the group with the most popcorn to watch the other groups? (*Guilty, indifferent.*) Ask the group that was given the least amount of popcorn to describe their feelings during the activity. (*Frustrated, annoyed.*) Ask them what it was like to choose a dragon keeper to sacrifice. (*Fun, difficult.*) In what ways did the groups help each other? (*Shared the popcorn.*) Harm each other? (*Laughed at others, ate the popcorn.*)

RESPONSE Encourage the participants to draw some parallels between the previous activity and hunger in the real world. Ask what it felt like knowing that there is enough food in the world for everyone, but many people are still hungry? (*Sad, indifferent.*) What hard choices do hungry people face? (*Who will eat*

and who won't?) How does God enable us to be good stewards in a hungry world? (*Provides all we need, helps us share.*) What can we do?

Challenge your group to plan a project in the community that will help the hungry. Perhaps

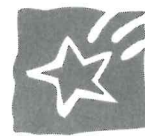
they could coordinate the gathering and distribution of fresh vegetables during the harvest season, or maybe they could have a joint garden of their own, distributing the produce to the needy as it is harvested.



Hunger/Justice

God is our refuge

FOCUS Through the following activity participants will experience God's house as a place of safety, as well as a place of responsibility.



PREPARATION Bring a dictionary for "Activity." For "Response" you will need a 1" x 6" strip of construction paper and a pen for each participant, and one roll of cellophane tape.

BACKGROUND It is good and right to gather with Christian friends in a place of worship. It is good and right that one's place of worship be a place of beauty, serenity, and joy. It is also good and right that this place—this sanctuary—has windows and doors that open wide—windows that let in the sights and sounds of the world and doors that remind us of going out to serve.

WARM-UP Begin this activity by asking your group to imagine that they are Christians who are being persecuted for their faith. To avoid arrest they must move to a place of safety, quietly and in darkness. As leader, you will show them the way.

Have the participants get into a single file with their hands placed on each others shoulders. Ask them to close their eyes while you lead them in silence to the church sanctuary.

ACTIVITY: A SAFE PLACE When you arrive in the sanctuary, ask the participants to open their eyes and sit around the altar area. If possible, have only the altar lights turned on so that the rest of the church remains dim.

Give one participant a dictionary in which you have marked the location of the word *sanctuary*. Ask him or her to read two of the definitions for the word *sanctuary*. (*One definition may mention a holy place within a church or temple; the other definition may refer a place of refuge and protection.*)

Explain that throughout our history, people have been persecuted for their faith. In some times and places gathering to worship and to study God's Word could be considered a crime. Ask the participants if they can name any people who have been persecuted for their faith. (*The apostle Paul, the Jews in Nazi Germany, Christians against apartheid in South Africa.*)

Go on to say that, although it is good to feel safe in God's house, this sanctuary is not designed to be a place of hiding. As Christians, we gather together in order to gain strength to go out again, to face injustice in the world. Ask the group to name ways we get strength in the church. (*Through God's Word, the sacraments, each other.*)

In Baptism, God calls us into this family of faith. In Baptism, God also calls us to live in the world. Ask the participants to share how they feel being called by God. (*Scared, unable, proud*)

RESPONSE Give each participant a strip of construction paper and a pen. Tell them that they are going to join the pieces of paper together to form a chain. Go on to say that a chain can represent bondage and fear for many people, but the chain they make now will represent unity and strength.

Ask each one to write a brief prayer on his or her piece of paper. Encourage each of them to share with God how it feels to be called to serve in this world. They may want to ask God for help and guidance. When everyone is finished, use tape to join the pieces of paper into a chain. Ask everyone to take hold of the chain, lay it on the altar, and then quietly depart.

Consider arranging with your pastor to use the prayer chain in worship next Sunday.



Hunger/Justice

Empowerment and hunger

FOCUS This activity will help participants understand and discuss the difference between giving hungry people what they need and empowering them to meet their own needs.



PREPARATION You will need the following materials for "Warm-up": one or two markers and a sheet of chart paper large enough to hold the outline of all of the participants' hands. For "Activity," bring a bowl of dry cereal and a spoon for each participant.

BACKGROUND Justice for all people does not only entail a right to basic human needs such as food, shelter, and clothing, but also a right to dignity and to participation in one's destiny. Combating world hunger requires people of all nations to take bold steps in the just distribution of food resources as well as empowering all people to care for their own food needs.

WARM-UP Place a sheet of chart paper on a table or on the floor and invite participants to outline their hands on the paper with markers and sign their names. When everyone is finished, stand in a circle around the paper and ask each person to tell about one time he or she helped another person. Ask each participant to write that person's name next to his or her own name on the chart paper.

ACTIVITY: HELPING HANDS Divide the group into pairs and ask each pair to sit together. Designate one member of each pair as the Eater and the other member as the Feeder.

Explain to the Eaters that they represent people in the world who are starving and in need of food. Go on to say that starving people are often powerless people. Because of this the Eaters are unable to speak. And because malnutrition is also accompanied by disease and a lack of self worth, the Eaters must keep their eyes closed.

Tell the Feeders that they represent people in the world who want to help hungry people. Ask each Feeder to get a bowl of cereal and a spoon. Tell everyone that the cereal represents food that will feed hungry people.

Allow a few minutes for the Feeders to feed their partners. After a few minutes, ask everyone to share their insights into what took place. How did it feel to feed someone? (*Awkward, nice.*) How did it feel to be fed? (*Helpless, silly.*) Ask the Eaters how it felt not to be able to speak or see. (*Uneasy, irritating.*) Can the participants think of another, perhaps better way to feed hungry people? (*Answers may vary, but help them realize that they could help the Eaters learn to feed themselves.*)

Ask partners to switch roles. Encourage the new Feeders to feed their partners in a different, perhaps better way than they were fed.

After a few minutes ask the participants to share how they felt during this round. Note how their feelings may or may not have changed. Ask the participants to define the word *empower*. (*To help others help themselves.*) Why is empowerment important? (*It helps people feel worthwhile and gives people strength.*)

RESPONSE Ask the participants why it is important to empower hungry people as well as to feed them. (*It builds their self-respect, teaches them how to feed themselves, and it's our responsibility.*) Ask the participants to think of some ways they can help empower hungry people and other people in need. (*We can support programs that help people feed themselves and learn more about hunger and justice issues.*)



Hunger/Justice

One body in Christ

FOCUS This activity will help participants discuss the effects of injustice on themselves as family members, citizens, and Christians.



PREPARATION For "Warm-up," write titles of familiar Bible stories on slips of paper. Possible Bible stories may include Adam and Eve, Zacchaeus, and the Crucifixion. Prepare enough so that you have one for every two participants in your group. For "Activity," write the following words on separate slips of paper: *home, community, world.*

BACKGROUND Some descriptions of injustice place it miles, even continents, away. Other descriptions bring injustice as close as one's own front door. Whether at home, in our communities, or across the globe, measuring the effects of injustice is our responsibility as passengers on planet Earth. Seeking to foster justice in our own lives and in the lives of others is our responsibility as members of the body of Christ.

WARM-UP Divide participants into twos or threes and give each division one of the papers you have prepared with the name of a Bible story on it. (If there are some in your group who have no knowledge of the Bible, be sure to place them with participants who have some biblical background.) Tell each group that they have two minutes to create a freeze frame representation of their Bible story. (*A freeze frame is created by having participants pose in a still scene that they feel depicts the story.*)

When time is up, ask each group to present its freeze frame to the group. A group poses until someone guesses the story they are portraying. Continue until all groups have participated.

ACTIVITY: INJUSTICE CLOSE-UP

Divide participants into three groups. (With five or fewer participants, use two groups and two of the assignments.) Give each group one of the slips of paper you have prepared.

Ask the small groups to spend a few minutes sharing examples of injustice that may occur in their category. (*Examples may include: for "home"—child neglect and abuse, alcohol abuse, lack of communication; for "community"—crime, homelessness, drug dealing; for "world"—poverty, hunger, war.*)

Now ask each group to choose one of the examples it talked about and create a freeze frame representation of it. After a few minutes of planning time, have each group present its freeze frame to the rest of the group.

When all three groups have participated, come back together in a large group. Ask the participants to think about the issue they portrayed and decide if they would describe it as "close-up" or "far-off." Ask them to tell the group which description they chose and why.

Tell the group that the apostle Paul said we are members of one body in Christ (Romans 12:5). Paul goes on to compare us to feet and hands, eyes and ears (1 Corinthians 12:14-20). Ask the participants what happens if one of these parts of the body is weak or hurt or dying? (*It hurts all over.*) What if one part of the body of Christ is weak or hurt or dying? (*Everyone hurts.*) What if one part of the body of Christ is healed? (*Everyone is stronger.*)

RESPONSE Ask the groups to reflect on the three issues they portrayed in their freeze frames. What are some ways to help heal these examples of injustice? (*Answers will vary depending on the issues selected.*) Who is healed when the injustice is overcome? (*Help the participants discover ways that they are healed when others are healed.*)

If there is a situation in your community that your participants feel is unjust, plan a project where they will become better informed about the situation and find ways to work for justice.



Hunger/Justice

The powerful and the powerless

FOCUS This activity will encourage participants to define power and powerlessness as it applies to people and places in our world.



PREPARATION Participants will need paper and pens or pencils for "Activity" and Bibles for "Response."

BACKGROUND At the root of most discussions pertaining to justice is the underlying theme of power. When power is used by some people as a means of controlling other people, the result is likely to be the destruction of personhood in those who are controlled. But power, when used as a means for establishing an adequate existence for all people, results in empowerment of all people and more closely mirrors God's kingdom.

WARM-UP Ask the group to stand in a circle. Tell them that you are going to read Psalm 82 aloud. As you read, tell them to listen for words that express power or powerlessness. Go on to say that you will pause at the end of each half verse of the psalm. When you pause, they are to indicate whether they think the half verse speaks of power or powerlessness. If they think it speaks of power, they should stamp their feet. If they think it speaks of powerlessness, they should shake their hands above their heads and open their mouths in a silent cry. (It may be interesting to note if some are stamping while others are crying out silently.) Read the Psalm with feeling!

ACTIVITY: POWER AND JUSTICE Give each participant paper with a pencil or pen and ask each one to list three or four people they believe are powerful. (*Individuals or groups of people are okay.*) Next have them list three or

four people they believe are powerless. Divide the group into pairs and ask the partners to share their lists with each other, telling each other why they chose the people they did.

After a few minutes, bring the group back together to discuss the following questions.

1. Based on the lists you compiled, what are some things or situations that make people powerful? (*Wealth, fame.*)
2. What are some things or situations that make people powerless? (*Poverty, no home.*)
3. When is power good? (*When it helps other people.*)
4. When is power bad? (*When it takes advantage of other people.*)
5. As Christians, what sort of power are we called to strive toward? (*Power that helps others.*)

Ask participants to describe times when they feel powerful or powerless. What are the settings? Who is involved? How do they feel?

RESPONSE Ask the participants to meet with their partners again and give each pair a scripture reference to find in their Bibles. (*Some possible scripture references include: Psalm 146:5-7; Deuteronomy 8:17-18; Luke 18:15-17; Matthew 19:23-27; Luke 6:20-23; 1 John 3:17-18.*) Pairs should discuss what power is like in God's kingdom based on their scripture passage. Share their findings with the whole group if time permits.



Local projects

Introduction

This section provides activities for local mission/service projects within the local community, congregation, and family. Local mission/service projects help us to live out our faith in our daily lives with people and the environment in which we see, touch, hear, smell, and feel. Participa-

tion in and bearing witness to the kingdom of God brings us together to share our time and ourselves. Through local mission/service projects we share in each others' lives through our presence and service to the glory of God.



Local projects

Elder share

FOCUS To teach youth the importance of sharing their time and lives with an elder, so both will have a sense of who the other is in the body of Christ and feel connected to each other in service and mission.



PREPARATION Invite a guest (an elderly person) for every three youth. If the confirmation group is small, invite two guests, a man and a woman (preferably not in the same family) to speak with the youth.

The elder may be invited by the pastor, teacher, or someone from the group. If invited by a young person, a follow-up call by an adult to confirm the engagement and verify any need for transportation may be necessary. After the initial telephone call, send a written invitation as well, along with a copy of Reproducible Page 9 (p. 48), which explains Elder Share and the questions the elders will be discussing with the youth.

On the invitation include the name of the person, the name of the group inviting him or her, the place, date, time, and person's name and telephone number to contact. (Have guests come about 10 minutes later than the youth so youth have time to do the "Warm-up" activity.) A sample invitation would be:

Dear (Name of person being invited),

Our confirmation class invites you to "Elder Share" at (Name of church), (Address), (Date), (Time).

If you are in need of transportation, please call (Name of contact person), at (Contact's phone number).

Thank you for agreeing to come and speak with us.

Yours In Christ,
(Your name)

Before your meeting time, collect the following items: chairs, tables, paper, pens or pencils. Because you will be having guests, it might be nice to serve refreshments, such as natural juices, coffee, tea, and cookies. Also make a copy for each youth of Reproducible Page 8 (p. 47) which lists the questions they will be discussing with their guests. Have chalkboard and chalk or chart paper and markers available. Ask a parent

or two to attend this session to act as greeters for the guests and to help serve refreshments. Arrange to have parents and guests meet in a separate room until after the "Warm-up" activity.

BACKGROUND Our elders, through their personal life stories, are bearers of history. Sharing their life journey in conversation can be nurturing for the youth and the elders. Sometimes elders who are not able to get to church may feel isolated from the Christian faith community. This activity is designed for young people to have an encounter with an elder and to develop a relationship that is ongoing. The elders in our community are sometimes in need of assistance in doing things around their homes that they once could do for themselves. However, be careful when contacting elders so that you do not insult them. Many will be very capable and willing to help themselves.

WARM-UP Prior to the arrival of the elders, have the youth do this activity.

Ask youth to close their eyes and think of someone who is an elderly person in their life. This can be someone in their family or someone they have only met.

Read the questions below, pausing after each question so youth can write down their answers on a piece of paper.

- ◆ What does the person look like?
- ◆ How does the person act?
- ◆ How do they pass their time?
- ◆ How are they like me?
- ◆ How are they different from me?

Take a few minutes to have youth share their answers with the group.

ACTIVITY Give each youth a copy of Reproducible Page 8. You may also want to write the list on the chalkboard or chart paper prior to class. Invite the elders to come in. Introduce

them to the group and, if you are breaking into smaller groups, make assignments (one elder to every three youth); or, if you have a small group and have asked two elders to speak to the entire group, see that everyone is arranged in a comfortable circle.

Have the youth and elders discuss the questions that you have given them. Then ask them to come together as a whole group and ask for general reactions to the conversations that they have had. Ask youth to answer the following questions:

1. What did you learn today about your elders?
2. What did you learn today about yourself?
3. What did you learn today about life?
4. How will your relationships with elders be different in the future because of today's conversation?
5. Is there something that you can agree to do for the elder who shared with you today?

Give elders the opportunity to comment to the whole group on how this experience felt to them.

Have the parents who are helping you serve refreshments.

RESPONSE Individually, or as a class, decide to visit some elders of the congregation on a regular basis. Or obtain a list from your pastor (or some other informed member of the congregation) of elders who need work done around their homes. Decide what projects your group could do throughout the year. Assign different youth to be responsible for making arrangements, gathering needed equipment, calling participants to remind them of the event, calling the elder to verify that you will be coming, and participating in the event.

Remind students that they can all be of great service to the elderly by visiting with them at church before and after worship services.



Local projects

Be a bridge

FOCUS Assumptions can be barriers to understanding others and relating to one another cross-culturally.



PREPARATION Invite a person from another ethnic background to speak with the class. The person may be invited by the pastor, teacher, or a student in the class.

If the class is ethnically mixed, make copies of Reproducible Page 10 (p. 48) for youth to ask each other the questions listed for the guest. After the initial verbal invitation, send a written invitation to verify your conversation. On the invitation include the name of the person, the name of the group, the place, date, time, event, and a contact person's name and telephone number. The following is a sample invitation:

Dear (Name of person you are inviting),

Thank you for agreeing to come and speak with us about your family and its culture.

The confirmation class of (Church name) is pleased that you will be attending "Be a Bridge" on (Date), at (Time—designate a time about 10 minutes after class begins). The church is located at (Address).

If you have any questions concerning this, please contact (Person's name) at (Contact's telephone number).

Yours in Christ,
(Your Name)

Include with the invitation a copy of Reproducible Page 10 (p. 48), which explains "Be a Bridge" and lists the questions on which the person will be asked to speak.

Since the guest will not participate with the group until after "Warm-up," ask a parent to come and act as host for the guest. For the class, have available chalkboard and chalk or chart paper and markers, along with paper and pens or pencils.

BACKGROUND Knowledge about people and how the world works helps us to understand and live in the world. However, often we make assumptions about people without really knowing them. These incorrect assumptions may lead to misunderstandings of one another. People from different cultural backgrounds often seem to experience life differently than we do. The following activity is designed to help youth become aware of the possible impact of assumptions and enable them to promote cross-cultural understanding.

WARM-UP Ask youth to think about a time in their lives when someone made a wrong assumption about them. It could be that someone thought they did something they did not do; someone thought they were able to do something that they were not able to do; or that someone treated them differently because the person made an assumption about what they were like or what they were capable of doing.

On a sheet of paper, have each youth describe the situation, telling what was assumed, what happened, and how they felt.

Ask for volunteers to share what they have written. As youth speak, write their feelings on the chalkboard or chart paper.

Ask each person in the group to share one or two assumptions they make about persons from another ethnic background.

ACTIVITY Assign each person a question from Reproducible Page 10. He or she will be called on to ask the question of the invited guest.

Have the invited guest join the group. Introduce the guest tell him or her that the youth will be asking the questions that he or she has been given. Have the young people ask the questions they have been assigned, and then allow time for questions and dialogue. Encourage the guest to ask any questions he or she may have brought for the group.

Then ask youth the following questions.

1. What did you learn today about our assumptions and their impact on you?

2. What did you learn about the impact assumptions make on other people?

3. What did you learn today about differences and similarities between different ethnic groups in the body of Christ?

4. What will you do differently in the future when dealing with assumptions?

Close with the following prayer: *O Lord, help me to hear, see, speak, and do what is based on truth. Amen.*

RESPONSE Plan a retreat as an expansion of "Be a Bridge." Join with a confirmation class or youth group from another ethnic background for a one-day or weekend retreat. Arrange the retreat through the pastors of the two congregations. Allow time in the retreat to experience different worship styles, foods, and ways of seeing the world. Also compare things that are similar. Allow time for games.



Local projects

I remember

FOCUS God moves within your family, through you.



PREPARATION You will need the following supplies for this session: paper, pens or pencils, chart paper and markers or chalkboard and chalk.

BACKGROUND Often times we forget that our own family is a mission project. The family is the place for us to share our life's journey, to love, and to bare witness to our faith in Jesus the Christ.

WARM-UP Ask each youth to answer the following questions silently. Is everyone in my immediate and extended family a Christian? Are they baptized? Do they attend church on Sunday? Do you know why they are or are not

baptized? Do you know why they do or do not attend church?

Ask youth to list on a piece of paper those members of their family who are baptized and attending church and on another list those who are not (as far as they know).

ACTIVITY List the following questions on the chalkboard or chart paper.

- ◆ How did you become a Christian?
- ◆ Why did you become a Christian?
- ◆ Why do you continue to be a Christian?

Ask each youth to write his or her response to each of these questions. When everyone is finished, ask for volunteers to share what they have written with the group.

RESPONSE Encourage youth during the coming week to ask a baptized member of their family why they were baptized. Do they attend church? Why? or Why not? When did they become a Christian? What does being a Christian mean to them? What makes a Christian a Christian?

Also encourage youth to ask someone who is not a baptized and/or a church-attending Chris-

tian, why they are not. Have they ever had any contact with the church? What was it like? What do they think makes a Christian? Why do they not attend church? Invite them to come to church with you on Sunday.

After youth talk with each person, have them write down some notes, so they can remember their answers. Tell them to be ready to share their experience next week in class.



Local projects

Serving at home

FOCUS Service projects at home can teach us about promises.



PREPARATION For this session you will need paper, pens or pencils, chalkboard and chalk or chart paper and marker.

BACKGROUND Sometimes we look for service projects to do everywhere except at home. Our chores feel like a drudge, even though they help the community we call family to function. Duties at home also help us to make promises and keep them and are practice for when we go out into the larger community and world.

WARM-UP Write the following questions so all students can see them. Ask the students to list the answers to each question on a sheet of paper.

- ◆ What chores do you do at home?
- ◆ What chores do you do for or with others?
- ◆ What chores are not just for your benefit? (For example, cleaning your bedroom is for your benefit. Washing the family's dishes is not just for your benefit.)

ACTIVITY To help youth understand a covenant, discuss the following questions. (Try to involve all youth.)

- ◆ Why should we do service projects for our family at home?
- ◆ What is a covenant? (*A covenant is a promise.*)
- ◆ What do you think happens if you break a covenant?
- ◆ How would you feel if someone broke a promise to you, or did not come through as they said they would?
- ◆ When you don't keep your promise in a covenant, what should you do?

RESPONSE Ask participants to compose a covenant that they can present to those who take care of them (parents, grandparents, uncles, aunts, foster parents, and so on) in which they state that they will complete a task related to their family environment (cleaning the living room, mowing the lawn, and so forth). They should list a task that they are not already doing. (You could work on the covenants together and have individuals insert the specifics of their own covenant in the appropriate places.)

Each youth should sign the promise and leave room for their caregiver to sign as well. If possible, allow youth to report their progress during your next session.

Local projects

What about forgiveness?

FOCUS To teach youth how to forgive themselves and others.



PREPARATION To teach this session you will need paper, pens or pencils, and chalkboard and chalk or chart paper and markers. Let the pastor know you will be doing this activity.

BACKGROUND Sometimes in life we do things we later regret, and sometimes people do things to us that we have difficulty forgiving. We need forgiveness for our mistakes, and others do also. Often it is very difficult to forgive ourselves and others. The following activity is designed to help youth in the forgiveness process.

WARM-UP Say to the youth gathered, "Close your eyes and think of an event in your life for which you cannot forgive yourself. Although you act like it's okay, you have not forgiven yourself. You still feel bad deep down inside when you think about it.

"Now think of a time when you felt someone did something to you that was wrong. Though you act like everything is okay, deep down inside you are still very hurt."

ACTIVITY As a group, write a letter to God about one or both of the events identified in the "Warm-up" activity. Write a skeleton letter on the chalkboard or chart paper and have participants write the same on their papers, filling in the specific information that they thought of for their situations in "Warm-up." Include in the letter the name of the person (the name you call him or her), what happened, and how they felt about it. The letter should ask God to forgive them and help them eventually forgive the other person. Include a thank you to God.

RESPONSE Encourage youth to schedule a time to sit down and share their letters with the pastor. Tell them that the pastor will speak God's word of forgiveness to them and talk about some ways to change the situation.

They may also want to write a letter or talk to the person from whom they want forgiveness. Remind them that not everyone will forgive us, but sometimes knowing that God has forgiven us and that we have tried to reconcile with another person is all that is possible at this point in time.



Local projects

Hunger in the church

FOCUS God has asked us to share and care for one another.



PREPARATION For this session you will need chalkboard and chalk or chart paper and markers, tape, space for posting a notice, and refreshments, such as fruit or juice.

BACKGROUND Hunger is not limited to those outside the church. At times people in

the church are also in need of food. A check is late. Someone loses a job. A family member becomes ill and cannot work. Food, a basic necessity for life, becomes scarce. The church is one of the first places people turn to for food when they are without money. If the church itself does not provide food, someone on the church's

staff may send the person to a community agency that distributes food.

WARM-UP Have each student take one helping of juice or fruit. Say a blessing before beginning to eat or drink.

Ask youth to think about the following questions. Have you ever been hungry? Hungry even just a little bit for a short period of time? What was the situation? Where did you get food? What do you think you would have done if you did not get any food?

ACTIVITY Check with your pastor or a person in charge of your church's social ministry program to see if there is need for a food drive for the church or local food pantry. Work with those in charge to develop a plan for gathering food to be distributed by your church or a local community agency. Decide:

- ◆ Who will do publicity—where and when it will be announced and posted.
- ◆ What types of food the congregation will be asked to bring. (Canned and dry goods that do not spoil would be best.)
- ◆ Dates of the food drive.
- ◆ Where the food will be gathered

- ◆ How food will be collected.
- ◆ Where food will be stored.
- ◆ Who will sort and pack food.
- ◆ How food will be transported to the local agency that will distribute it, if the church is not going to distribute it itself.

RESPONSE Take the plan you have made in the previous activity and have it approved by the pastor or whoever is in charge of the food pantry you will be serving. Carry out your plan.

If a food pantry already exists in your church or community and if your congregation regularly has food drives, find out what you can do to assist with the program. Some possibilities might include:

- ◆ Volunteer to call congregational members to remind them of the food drive and what is needed.
- ◆ Offer to keep a running list of what is needed for the pantry.
- ◆ Volunteer some time to pack grocery bags or to stock shelves.
- ◆ Offer to collect food on a regular basis.

Follow the above steps once every two to three months. Rotate tasks among volunteers.



Local projects

Moving with creation

FOCUS Creation provides us with many opportunities to take care of it; each person can contribute.



PREPARATION For this session you will need chalkboard and chalk or chart paper and markers.

BACKGROUND Nature moves through different cycles. Sometimes the daylight hours are long, sometimes they are short. Some days are warmer than others. We have cold, cooler, warm, and hot days. In some places on earth the trees and grass are always green. In other places there are different seasons. In autumn the leaves fall from trees. In winter evergreens may stay green, but other trees are bare. Spring brings new tree and flower buds; summer is hot and dry. There are rainy and dry seasons upon the earth. Some parts of the world have

snow and ice year round. Other parts have snow and ice storms, sand storms, hurricanes, and tornadoes.

WARM-UP Ask each student to name one characteristic of the climate or natural environment using the following questions:

- ◆ What is the climate and natural environment like where you are right now?
- ◆ What changes, if any, do the temperature, trees, and plants go through during the year in your area?

List the answers given on the chalkboard or chart paper.

ACTIVITY Contact your pastor or the chairperson of your church's property committee to see if there are any cleanup projects that your group could do for the church. Once you have identified the task that your group will be performing, include the following steps in your planning process:

- ◆ Identify for the whole group what the project is. Write it on the chalkboard or chart paper.
- ◆ List the tasks that will need to be done.
- ◆ List the supplies that will be needed to complete the tasks.
- ◆ Identify how the cleanup activity will be organized. List those in charge of each separate activity.



Local projects

Inventory

FOCUS Being a good steward means doing with less and sharing with others what you no longer need.



PREPARATION To teach this session you will need paper and pens or pencils.

BACKGROUND God has promised to provide for our every need. God usually does this with the help of other people. All of us may have clothes, books, games, and other things we no longer need or use that are not important to keep. The following activity will help youth become good stewards of their earthly possessions and to share their possessions with those in need.

WARM-UP Ask youth for a show of hands to indicate a positive answer to each of the following questions.

1. How many of you have clothes that you don't wear but are still in your closet or drawers at home?
2. How many of you have things packed away that you will never use in the future?

ACTIVITY Ask students to make a list of their things that they no longer wear or use and can give away to others. Include clothes, books, toys, and games.

When students have completed their lists, dis-

- ◆ Plan publicity to get as many youth involved as possible and to alert the other congregational members of the task you will be performing.
- ◆ Identify what the tasks of each youth will be.

RESPONSE When you have completed the plan in the activity above, show it to your pastor or the chairperson of your church's property committee for approval. Complete the task.

You may also contact organizations in the community, such as the local park board, to see if there are cleanup tasks that your group could do. The plan above would work well in that situation also.

cuss the following questions.

- ◆ What was one interesting thing about your inventory list?
- ◆ Which single item might be the most difficult item with which to part? Why?
- ◆ Where can the items be taken to give away?
- ◆ Will you need permission from a sibling or a parent to give away any of the items?
- ◆ How do you think it will feel to share your possessions?

Discuss with the group the various options available in your community for taking the items that students have listed. If your community or church does not have such facilities as Goodwill or Salvation Army, consider having a garage sale and charging very reasonable amounts for all of the items. Agree to give the money earned to a charity.

RESPONSE Encourage youth to continue their inventory lists when they go home. Tell them to look in their closets and drawers as well as in old boxes that are packed away.

Have them ask their parents, grandparents, aunts, uncles, and siblings to look over their lists and see if they agree that the items are expendable.

Unwrapping Your Gifts

Each of us has special talents we can use in our congregation. How do you use your talents to serve through your congregation? Below are opportunities that may be available in your congregation. Place an "X" next to activities in which you are already involved. Place an "O" next to activities in which you would like to become involved. Add activities that are not listed.

Service

- Cleaning
- Yard work
- Gardening
- Painting
- Recycling
- Creating artwork
- Fund raisers
- Clothing drive
- Shelter project
- World relief projects
- Neighborhood center
- Support of missionaries
- Peer counseling
- Other
specify: _____

Worship

- Attend regularly
- Sing in choir
- Play instrument
specify: _____
- Read Scripture lessons
- Lead prayers
- Acolyte
- Usher
- Greet people as they arrive
- Design bulletin covers
- Set up/clean up
for communion
- Serve on worship committee
- Work in nursery
- Other
specify: _____

Education

Attend, teach, or lead:

- Sunday school
- Confirmation
- Bible studies
- Retreats
- Day camp
- Vacation Bible school
- Summer camp
- Youth group
- Education committee
- Other
specify: _____

Other areas of participation

- Committee specify: _____
- Church council
- Other specify: _____

Wondering if a certain activity is offered in your congregation? Wondering how you can help start one of these projects? Ask your teachers, pastors, or youth group sponsors!

Project Development Worksheet

If your group expresses interest in becoming involved in an extended service project outside the classroom, you may want to consider the following questions.

1. How will you set up the project?
2. Who in the church or community will you need to contact for permission to do the project?
3. How will you track the project?
4. How will you encourage and support those involved in the project?
5. How frequently will you need to meet to complete the project?
6. How is the project connected to the actual life experience of the learner?
7. How is the project connected to a particular interest?
8. How is the project emphasizing unique skills and strengths?
9. How is the project allowing learners to take ownership of their own learning?
10. How is the project influencing the community?
11. What is the pace of the activities in the project?
12. How does the project make connections between held beliefs and new cultural connections?
13. How does the project relate to the other, regular learning that is also going on?
14. How will the project be evaluated?
15. Will you need to provide transportation to a different site? How will this be done? What guidelines does your church's insurance policy have concerning off-site activities?

Some Worshiped, Some Doubted

SANDY: It doesn't make any sense.

DOUG: What doesn't make any sense?

SANDY: Well, Jesus died and rose from the dead. Now he was going to leave his disciples for the last time, and he had something he wanted them to do, so . . .

JAN: So what's the problem?

SANDY: So some of them worshiped him, but some of them doubted. Can you believe it? How come they were with Jesus all through his death and resurrection, and some of them still doubted? I mean, with Jesus right there with them—how could they doubt? They must have been awfully stupid. Their faith must not have been very strong either. Yet, he asked them to do him a favor. Would you ask people to do something for you if they had that little faith in you?

ALLIE: You've got a point, Sandy. Jesus should have picked disciples who were stronger and more faithful.

DOUG: But look at us. We're called to be disciples too, and we're not perfect.

JAN: Speak for yourself, Doug.

DOUG: No, really. I know the disciples weren't perfect, but Jesus didn't look just at people's imperfection. Jesus was confident that people could grow and change for the better, no matter how many mistakes they made. Look at all the mistakes Peter made. Remember how he saved his own skin by pretending he didn't know Jesus?

CASSY: Yeah, but then he became a really great leader later on in the early church.

ALLIE: Perhaps they all grew stronger and more faithful as time went by. We don't really know, but I think they must have. Just think how the church grew.

CASSY: I kind of agree, Allie. Remember how they met in that Upper Room together for days praying and praying after Jesus left them?

SANDY: And then came the day when they were all touched by the Holy Spirit, with tongues of fire on Pentecost.

CASSY: It must have made them remember Jesus' promise that he would always be with them. Bet they never doubted again.

DOUG: I'm not so sure as you, Cassy. After all, they were human like you and me. I think that means they could still make mistakes, still have doubts. Perhaps, though, they grew in trust of Jesus, and day by day they became stronger and more faithful.

SANDY: Well, I'm glad we have Jesus' promise too. Otherwise I know I wouldn't make a very good disciple. Guess I'd like to learn how to grow in trust. I need all the help I can get.

DOUG: There must be some place we can start.

SANDY: We can pray.

CASSY: We can read our Bibles more faithfully.

SANDY: We can be ready and willing to learn more about God's hopes and plans for all people.

ALLIE: I just need to start right now to remember that I am a disciple; then I need to try with God's help to be the best follower I can be.

JAN: I need to remember not to give up because Jesus never gives up on his disciples—so he never gives up on me.

DOUG: If Jesus is counting on me to be one of his disciples, I think I need . . .

Treasure Choices

Jeremy just started ninth grade. His parents used to give him money each week for the offering at church. Now that he's in high school, they want him to learn to manage his own money. Jeremy and his parents set up a system. They pay for his needs: groceries, rent, utilities, school supplies, and basic clothing. This year Jeremy will get a weekly allowance of \$10.00. From that, he will give 10 percent (\$1.00) to the church. His parents contribute money toward a college fund, but they ask that he save a token 10 percent (\$1.00) toward that fund as well. From his remaining \$8.00, he will pay for entertainment, treats, additional clothing, and gifts.

Jeremy appreciates having this spending money, but he still can't afford everything he wants. He has to make choices and set priorities.

Pretend that you are Jeremy. Listed in the box to the right are a number of expenses that you could have in the coming week. Decide which expenses are your top priorities and mark them with an "X." Be sure your total spending doesn't exceed \$8.00!

Talk it over

- ◆ Was Jeremy's allowance generous, just right, or too little? Why?
- ◆ If Jeremy felt his allowance was too small, what could he do to increase his income?
- ◆ What was the most difficult part about deciding how to spend the money?
- ◆ How did it feel to set aside money for church?
- ◆ How did it feel to set aside money for college?
- ◆ Do you have a similar arrangement in your family? How does it work? What arrangement might you prefer?

_____ Candy bar during study hall	_____	_____	_____	_____	_____
_____ Hamburger and pop after school	_____	_____	_____	_____	_____
_____ Pop after swim practice	_____	_____	_____	_____	_____
_____ School basketball game admission	_____	_____	_____	_____	_____
_____ School basketball game admission for date	_____	_____	_____	_____	_____
_____ Pop and popcorn at basketball game	_____	_____	_____	_____	_____
_____ Pop and popcorn at game for date	_____	_____	_____	_____	_____
_____ Video games at arcade	_____	_____	_____	_____	_____
_____ Hot pretzel at arcade	_____	_____	_____	_____	_____
_____ Admission for dance at school	_____	_____	_____	_____	_____
_____ Admission for date to dance	_____	_____	_____	_____	_____
_____ Saving for new clothes	_____	_____	_____	_____	_____
_____ Saving for new sports equipment	_____	_____	_____	_____	_____
_____ Mom's birthday present	_____	_____	_____	_____	_____
_____ Saving for a car	_____	_____	_____	_____	_____
_____ Saving for church youth trip	_____	_____	_____	_____	_____
_____ Other _____	_____	_____	_____	_____	_____
_____ Other _____	_____	_____	_____	_____	_____
_____ Other _____	_____	_____	_____	_____	_____
_____ Other _____	_____	_____	_____	_____	_____
TOTAL \$ _____					

The Children's Song

Did you know that we have friends all around the world? Did you know that we have brothers and sisters in Jesus wherever people have heard God's word?

It's true! Imagine yourself in a little village on the east coast of Africa. Everyone is so excited! They are crowding into the church for a big Thankoffering Service.

Their church probably doesn't look like ours at all. There are no glass windows—only window openings. In fact some people are already sitting on the open window sills. The church itself has been built of mud bricks, and its roof is thatched. The people are so proud of their church!

Joumba and Bouja are worried that they may not be able to find a place to sit down in the church. When they finally get through the crowded doorway, they greet their friends and join them on the long bench, happy to be inside.

"This is great!" said the pastor. "Nearly every neighborhood in town has practiced a song for this morning!"

"And the Sunday school will sing too," said Joumba.

"Oh, no." One of the men frowned at Joumba. "There are too many groups

that want to sing. The service is already too long. You will not be able to sing—only the adults are singing."

"Don't be disappointed," said another church leader. "You will get your chance when you are older."

Joumba and Bouja were just about in tears. "Oh, but this is such a special day." Bouja said.

"Yes, and we have practiced so hard and so long," said Joumba. "We thought we were included."

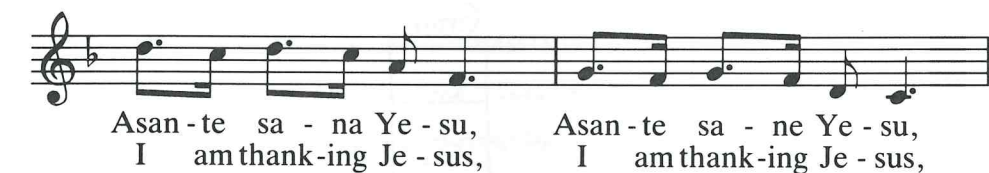
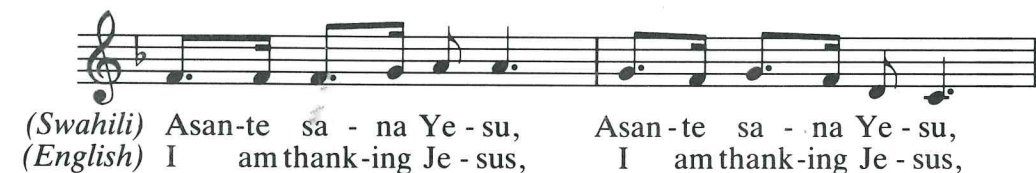
"Aren't we part of the church too?" asked Bouja.

"You are included. You are part of the church right now!" their teacher said to them. "Let's go ask Pastor. Let's see what he says."

And this is what the pastor said. "God loves to hear songs of praise and thanksgiving. Everyone will have a chance to sing, including the boys and girls of Sunday school. This is a special day. Let everyone sing and be glad!"

And this is what Joumba and Bouja and all the children in the Sunday school sang on that very special day: "Asante Sana Yesu," which means "I am praising Jesus." Listen as we sing it for you—then we will teach it to you.

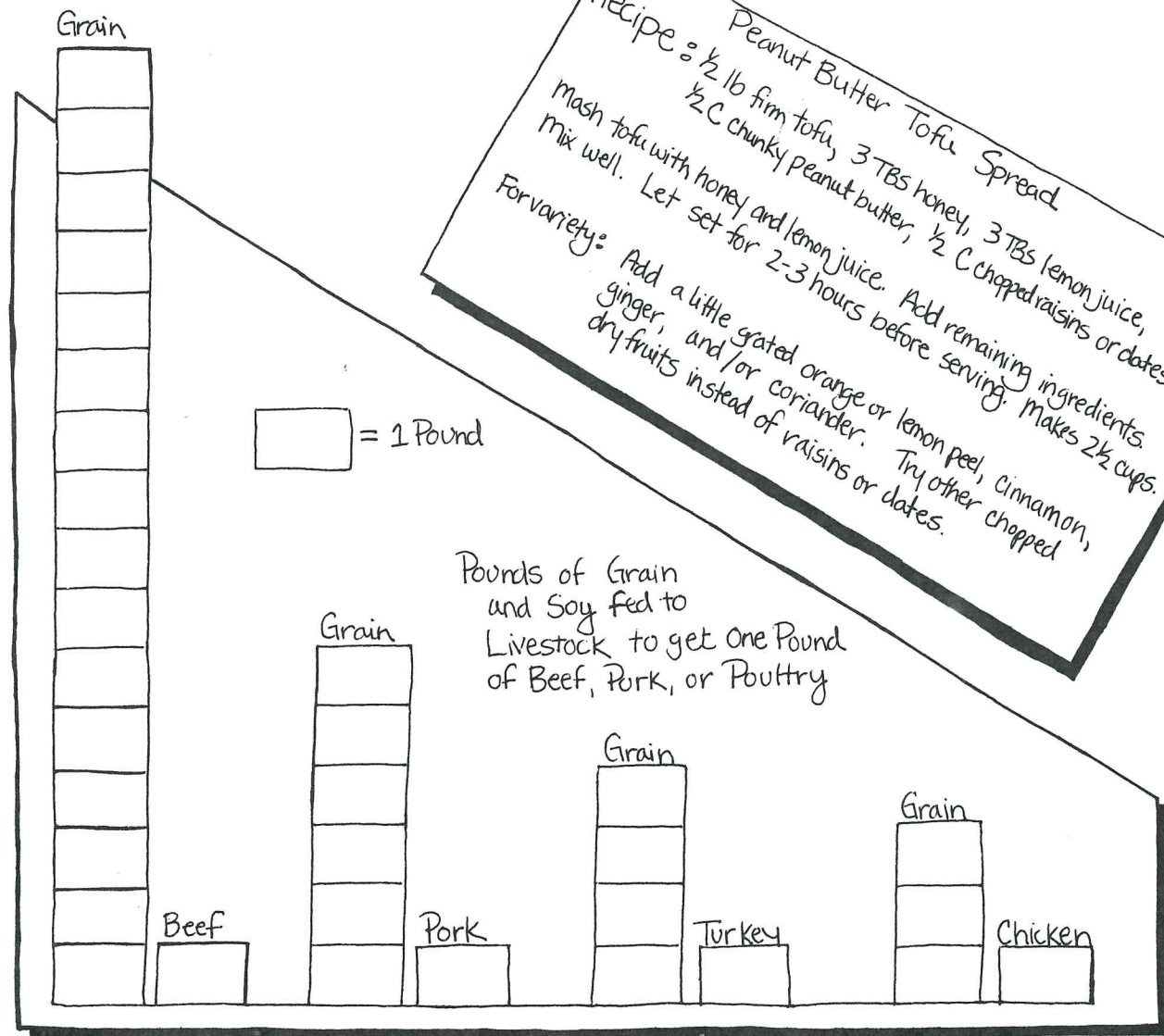
Asante Sana Yesu



Try singing this song in Swahili and English.

From *Friends in Africa: A World Mission Activity Book*
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Where's the Protein?







Peanut Butter Tofu Spread

Recipe: 1/2 lb firm tofu, 3 TBs honey, 3 TBs lemon juice, 1/2 C chunky peanut butter, 1/2 C chopped raisins or dates

Mash tofu with honey and lemon juice. Add remaining ingredients. Mix well. Let set for 2-3 hours before serving. Makes 2 1/2 cups.

For variety: Add a little grated orange or lemon peel, cinnamon, ginger, and/or coriander. Try other chopped dry fruits instead of raisins or dates.

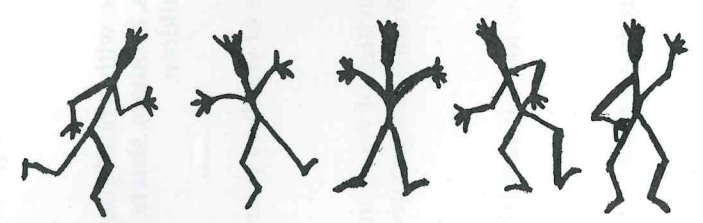
One Acre of	Can Produce
Cereals 	5 times more protein
Legumes 	10 times more protein
Leafy Vegetables 	15 times more protein

than one acre devoted to meat production 



20 Ways to Work for Justice

1. Inform yourself. Read about justice issues. Learn about peace. Write to: Lutheran Peace Fellowship, 2481 Como Avenue West, St. Paul, MN 55108.
2. Research a justice issue for a school project.
3. Watch news shows and note every issue that deals with justice.
4. Talk about the issues that concern you with family and friends.
5. Talk with God about the issues that concern you.
6. Find interesting recipes in vegetarian cookbooks and share a meatless meal with your family weekly.
7. Give part of your allowance to a world hunger organization that helps people help themselves.
8. Volunteer at a local food shelf. Talk about your experiences there with family and friends.
9. Write a letter to the President. Share your concerns about one justice issue. Write to: The President, The White House, Washington D.C., 20500
10. Learn about the lifestyles of Jesus and the apostles. Apply what you learn to your daily life.
11. Put a sticker on a penny and keep it with the money you carry when you shop. Let it remind you to make wise purchases that will uplift our global community.
12. Write a letter to the editor of your newspaper. Share concerns about local justice and hunger issues.
13. Volunteer at a homeless shelter. Play games with homeless children. Help them with their schoolwork.
14. Ask your parents who they vote for at election time. Find out why they vote for particular people.
15. Work with friends to sponsor a Peace Rally or a Hunger Rally at your church.
16. Hold a fundraiser and donate all money raised to a world hunger organization.
17. Visit another country or another cultural group within your community. Talk with the people you meet. Learn more about their concerns.
18. Invite a foreign exchange student to dinner. Ask him or her how justice issues are viewed in his or her homeland.
19. Make plans to become a foreign exchange student.
20. Put positive messages about justice issues and world hunger on your backpack, skateboard, refrigerator, answering machine, or your parents' car bumper (better ask them first!).



Elder Share

Elder Share is a chance for our young people to get to know the elders of the church better. We would appreciate it if you would be prepared to answer and discuss the following questions.

1. What was important to you during your youth?
2. What are some things you especially liked doing in your early teens?
3. What are your days like now?
4. Do you have any concerns about your life and well-being?
5. Are there things you need done that a young person could do, or that youth could join you in doing?
6. How does your Christian faith fit into your life now? How is this any different from the role it played when you were younger?

You will be discussing these questions with a group of about three young people. If you have any questions for our youth, please bring them.



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Be a Bridge

"Be a Bridge" is an opportunity for you and our youth to share the impact of assumptions we make about one another and to build bridges of understanding. Please come prepared to talk briefly about the following questions.

1. Where do you live and where do you work (or go to school)? What is your favorite pastime?
2. Tell us about your family, both the one with whom you live now and your extended family—parents, brothers, sisters, uncles, aunts, grandparents, spouse, and children.
3. What are the roles and responsibilities of youth in your culture?
4. What are the favorite recreational activities of youth in your culture? How (if so) are they different from other groups in your community?
5. What are some important celebrations in your family? Describe them.
6. What role does the Christian faith play in your life?
7. When did your people first come to this country? Describe the circumstances.
8. Is there a time when you were treated unfairly because someone made an assumption about you that was incorrect?

Feel free to bring questions for our youth about their culture as well.



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