



## Facilitator Training Manual

2019

The Youth Alive Facilitator Manual is adapted from the original version of the International Prevention Leadership Training Manual and the International Conference Staff Manual, copyrighted in 1995 and 2014.

## **Youth Alive Facilitator Manual**

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# YOUTH ALIVE LOGO



**YOUTH  
ALIVE**



## LOGO CONCEPT



The flame represents the Holy Spirit, who makes youth fully alive and empowers them to make healthy choices.

The base represents a young person with open arms, affirming that when a young person is fully alive and on fire for God, they will open their arms to the world feeling empowered to live a healthy and happy life of service to God and to others.

**YOUTH  
ALIVE**

## LOGO FORMS



**YOUTH  
ALIVE**



## LOGO GUIDELINES

The Youth Alive logo can only be used by Youth Alive leaders for Youth Alive related activities, events and resources. Otherwise the logo cannot be used without the permission of the General Conference Youth Alive Coordinator.

# YOUTH ALIVE DESCRIPTION AND PURPOSE

## What is Youth Alive?

Youth Alive is a youth discipleship program designed to build resilience among adolescents and young adults by inspiring and equipping them to make healthy choices.

## What is the purpose for Youth Alive, and Why is it Needed?

Youth Alive invites, involves, invests in, and inspires young people to connect with God, with others, and with their own purpose for living. Based on the foundational belief that Jesus Christ created us, loves us, redeems us, lives in us, and will return for us, our response is to accept both the gift of salvation and the challenge to live for Christ right now in all our thoughts and activities. As such, Youth Alive focuses on nurturing relationships that build resilience against the at-risk behaviors that plague young people today. The ultimate goal is to disciple and empower young people to use their influence as leaders for a meaningful purpose, enabling them to be active participants in God's mission to reach the world.

Youth Alive is critical to helping young people live a healthy, purpose-driven life by modeling an evidence-based **Positive Peer Prevention Program**.

**POSITIVE:** The Youth Alive program focuses on positive alternatives in Christ, the highest power, resulting in positive interpersonal relationships with one another. Participants treat one another with **Respect, Dignity, and Honor**, valuing each person as a child of God with no racism, no prejudice, no put-downs. This attitude promotes a feeling of complete acceptance.

**PEER:** In this program youth and adults are reaching out to other youth, children, and adults to encourage them to make healthy choices free from addictions. The connectedness among youth and with adults provides a natural sense of satisfaction that increases self-esteem and an uplifting experience through Christ. Thus, the use of drugs or other addictions become less desirable.

**PREVENTION:** Youth Alive focuses on the theme "MY CHOICE–FULLY ALIVE," presented through all components of the program. This encourages commitment to healthy living for all the participants, including those who may have already casually experimented with drugs or other at-risk behaviors.

**PROGRAM:** The program involves various activities and events focusing on the **growth and discipling** of youth. It is intergenerational. That is, it includes not only youth, but the participation of qualified adult presenters and facilitators. The program components are listed below.



# YOUTH ALIVE PLEDGE



The Youth Alive pledge to be signed is as follows:

**I pledge to choose Jesus Christ as my Highest Power  
I want to be healthy and happy  
I will say NO to alcohol  
I will say NO to tobacco  
I will say NO to illegal drugs  
I will say NO to pornography  
I will say NO to compulsive gaming  
I will say NO to any unhealthy behavior  
I will help my friends to say NO to these things also  
I pledge to stand up for what I know is right  
My Choice, Fully alive!**

---

Signature

---

Date

**The Youth Alive Motto:  
Fully Alive! Healthy Youth Connected for Service!**

# PROGRAM COMPONENTS

- Facilitator training
- Large Conference/Retreats
- Local Youth Alive Clubs
- Friendship Group Meetings
- Online Portal and App with relevant content for youth
- Leadership platform for leaders
- Ongoing learning opportunities for parents, leaders and youth
- Service outreach activities

Churches, schools, and families play key roles in organizing, supporting, encouraging, and mentoring young people. An important way to equip leaders for mentoring youth is through **Facilitator Training**. The institutions (churches, schools) and facilitators invite youth (Adventist or not) to attend **large conference gatherings or retreats** to experience Youth Alive intensely. These gatherings often occur at the start of a school year or at another convenient time, such as a school break or holiday.

The Youth Alive program also includes regularly scheduled gatherings through **local clubs** held in the school, at church, or in the neighborhood. Such meetings take place weekly in a small-group setting called **Friendship Groups**, with scheduled breaks periodically. At these weekly meetings the youth gather to learn, share, play, worship, and serve. This proactive initiative promotes youth being fully alive and living an abundant life through healthy lifestyle choices. This can be a challenge in a world that often presents dangerous and misleading images of life and behavior that distract young people.

Youth Alive offers an **online portal and app** that gives young people free access to information on various issues relevant to living a happy, healthy, and fulfilling life committed to God in mission. Through the Youth Alive portal and Youth Alive app, young people can access free books, articles, and classes on various issues. A **Youth Alive Leaders Platform** connects leaders to various Youth Alive resources, including a calendar of Youth Alive events, discussion boards, media files, and best practices on how to conduct successful Youth Alive programs.

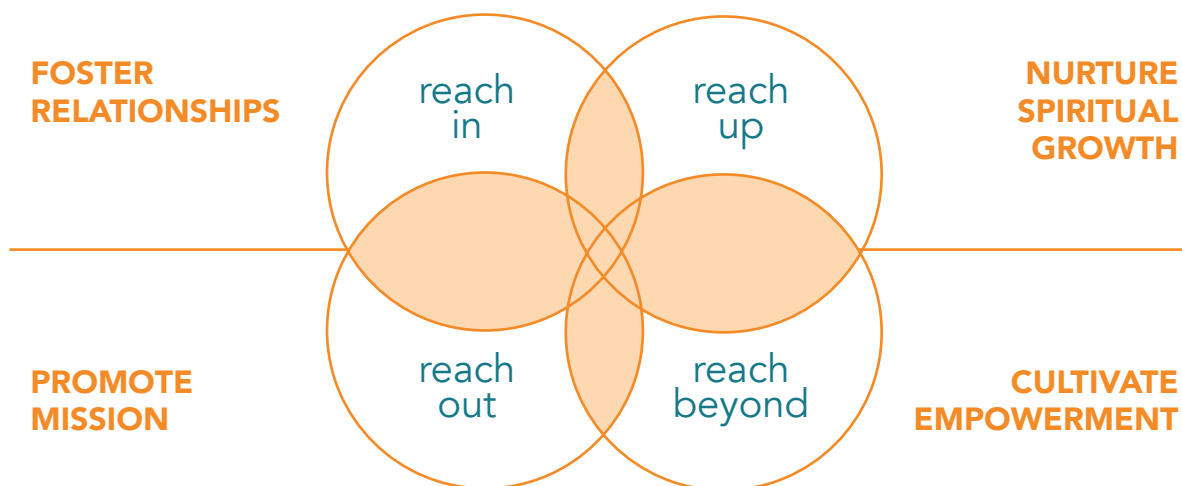
**Ongoing learning** opportunities are available at the large conferences, local club meetings, Friendship Groups and online, which focus on spiritual growth and empowerment for leadership in mission activities such as church planting.

# YOUTH ALIVE MODEL



The Youth Alive model incorporates four important iCOR (Church of Refuge)<sup>1</sup> values for discipling youth as followers of Jesus:

- Reach IN (foster relationships)
- Reach OUT (promote mission)
- Reach UP (nurture spiritual growth)
- Reach BEYOND (cultivate empowerment)



The Youth Alive model intentionally includes all four of these iCOR values in the large-scale events as well as in the regularly scheduled local gatherings of Youth Alive Friendship Groups and clubs.

1. <https://icor.church/>

## BELOW ARE MORE DETAILS ABOUT THE FOUR COMPONENTS OF THE YOUTH ALIVE MODEL:

### 1. REACH IN (FOSTER RELATIONSHIPS)

This foundational principle of Youth Alive must be created and cannot be taken for granted. Enthusiasm and high-energy activities might be fun, but this element includes not only action, but also affirmation, interaction, sharing, going deeper, and supporting one another. The Friendship Groups are prime spots where we will take steps to foster relationships with group members, starting with light, get-acquainted activities, and moving toward deeper sharing as the group is able and willing to develop.

### 2. REACH UP (NURTURE SPIRITUAL GROWTH)

This goes way beyond just “you and me.” “Reach UP” demonstrates that Youth Alive depends on God active presence and power. We rely on God to equip, instill power, provide His promises, and enable us to live for Him. This includes personal spiritual growth and creating or expanding a community of faith. This thought is affirmed during personal time, Friendship Groups, large meetings, and outreach activities. Thus “Reach UP” is a vital part of Youth Alive in your local church, school, and neighborhood as well as worldwide.

### 3. REACH OUT (PROMOTE MISSION)

With the relational foundation of Reach IN and Reach Up, we must also Reach OUT to continue the flow. Reach OUT includes sharing with others the purpose, activities, relationships, and information from Youth Alive for positive living, unburdened by at-risk behaviors that sometimes tempt teens. Reach OUT means meeting needs in the community. Reach IN builds community; Reach OUT shares and enlarges that community. For the Youth Alive gathering, the staff comprised of teens and adults will Reach OUT to the other teens, in church or outside it, who later come to participate. To continue promoting Youth Alive at home after the training, both teens and adults will Reach IN to continue their group and Reach OUT to share their experiences and invite others.

### 4. REACH BEYOND (CULTIVATE EMPOWERMENT)

Because we “Reach UP,” it’s only natural to “Reach BEYOND” what is happening at this moment. We expect more because we serve a big, faithful and powerful God who has also teamed up with others who support one another and trust Him. We expect miracles, faith that grows, forgiveness that changes people, plus new experiences that buck negative trends and break bad addictions, thereby extending the kingdom of God wherever we go.

# FACILITATOR TRAINING OVERVIEW



The first step in engaging in Youth Alive is to attend a Facilitator Training. Right before the Youth Alive Conference begins, a Facilitator Training takes place for conference youth leaders, health ministry leaders and other adults leading youth, so that when the youth arrive for the conference the leaders are familiar with the Youth Alive program and process. The Facilitator Training takes two days, starting on a Monday evening and continuing through Wednesday noon, at which time the Youth Alive Conference begins. It is important to have a ratio of one adult facilitator and one youth facilitator for every 10 conference participants (creating a Friendship Group with a total of about 12 members). For 200 registered participants, 20 adult and 20 youth facilitators need to be trained in the Facilitator Training, so they can lead the groups during the conference and also gain hands-on experience to lead groups once they return home.

## THE ROLE OF ADULT FACILITATORS

The success of the Youth Alive program is grounded in the adults who empower and support the youth and also who work behind the scenes to help orchestrate the Youth Alive conference and Youth Alive Clubs at home. Adult Youth Alive facilitators are key in supporting and empowering youth in leadership. Thus, before a Youth Alive conference begins, it is important to include a Facilitator Training of adult youth leaders, and leaders from the various collaborative departments (health, youth, education, family, global mission, public campus ministries, etc.)

The single most influential factor of the Youth Alive program is that of nurturing meaningful relationships. Success comes from relationships that are alive, ones in which you proactively demonstrate concern, compassion, and involvement. By investing time in young people, you demonstrate a willingness to become involved in their lives and shows that young people matter. Instead of assuming that all young people are the same, you take a personal interest in what makes each young person unique. This recognition makes a difference in the lives of teens. This is key to preventing at-risk behaviors and restoring young people who have become involved in at-risk behaviors.

Failure to reduce at-risk behaviors points to the lack of a connectedness with one another. Lack of care for others, believing stereotypes, showing personal insecurity, or being too busy separate youth and adults. As young people become their own person, they sometimes choose to differentiate themselves from adults by trying to be different in how they dress, do their hair, select their music, converse, and choose causes they want to be part of. For some youth, behavior and choices have roots in their low self-worth resulting from trauma, neglect, or growing up in a dysfunctional family. Rebellion against established authority is a way young people sometimes prove they are their own person. Some seek to experiment with what might be considered adult behaviors without considering whether or not such behaviors are actually good or worthwhile. We believe that instead of separating young people from adults, both groups benefit by creating new relationships characterized by mutual respect, interest, and appreciation.

# FACILITATORS QUALIFICATIONS

**Caring.** Are you ready to create new relationships? If you are, the first step is to really care about another person. Caring about others and caring for others is foundational to Youth Alive. People who are invited to be part of the leadership team must show that they care deeply for young people. Ask yourself, “Do I really, really care?” If you do, you have the foundation to be an adult or youth facilitator. If you are willing to be involved, God’s Spirit can give you a heart for young people. We can build on that foundation. If you don’t care, then the training provided will not be as effective. Sometimes it takes time to learn to care, and God alone can work in us the desire to care. Are you willing to allow God to give you a heart for young people? If you do, the next step is to become fully engaged and attend a Facilitator Training.

## **Becoming engaged.**

For you to be a facilitator in Youth Alive, you must become fully engaged. For adults, this means returning to the enthusiasm and liveliness you had—or wish you had had—when you were a teen. You may need to lighten up or loosen up. Maybe it’s time for you to lose your title and your tie, your worries and cares about your life responsibilities. As a believer in God, this is your chance to fully trust God to take care of all those responsibilities, so you can give your undivided attention to the young people around you. It means meeting them on their level. This means expending lots of energy, trying some crazy things, taking risks, moving out of your comfort zone, forgetting about your image and focusing on others. It may require that you “let the child out” and become a teen instead of a suppressed or stressed adult.

Jesus provides a good example for us. When He came to earth, He came and joined people where they were. In fact, some people didn’t believe He was God because He seemed too human. And children loved to be around Him, so He must have known how to play. You’re invited to be like Jesus and take on the role of being one who understands and embraces teens. Here are some helpful tips to engage with the teens, and for the teens to engage with the adults (please note it is important to contextualize this to the appropriate cultural setting):

1. Discard any age-related barriers such as titles, hierarchies, or expected deference when culturally appropriate.
2. Wear relaxed clothes, smile more, forget the mortgage, the bills, or the broken car.
3. Concentrate on being available to these teens as a confidant, friend, and facilitator.
4. Practice your best listening skills.
5. Take risks and choose to engage, engage, engage.
6. Take an interest in one another, appreciating the uniqueness of each person.
7. Release expectations and stereotypes so you can start relationships as equals.

This may mean throwing out your tie for now and discarding your title (whether you are the conference president or the school principal). Just let the youth get to know you as someone who deeply cares for them. This also means teens can let go of trying to be cool and not worry about being seen with someone twice their age.

## **Spiritual commitment and focus on Jesus.**

Youth Alive is an Adventist initiative. As such, we place Jesus at the center, with the rest of us all around him. That puts us on equal footing, side-by-side, with our focus on Jesus. When tempted to put yourself in the middle, remember that’s where Jesus belongs. We’ll keep our focus on Jesus



rather than on one of us. This puts us together. And that's exactly what Jesus did with those who followed Him—He put them together. Sometimes they were in groups of two; at other times it was just the 12. He had a group of 70, another group of 120, and there were the vast throngs that came to Him as well. During Youth Alive conference that follows the facilitator training, time is dedicated for small groups called Friendship Groups, not unlike Christ's gathering of the 12 disciples. In these settings, there is both a youth and an adult who function as co-facilitators. One is not above the other. Both will maintain a focus on the teens. All adults are invited to join the teens where they are, which is exactly what Jesus does with each of us.

### **Creating a Safe Environment**

The principles youth alive live by are:

1. Respect
2. Dignity
3. Honor
4. Involvement
5. Growth

Youth Alive creates a welcoming environment in which people feel safe to be themselves, to take risks, and to grow. A safe environment means acceptance, openness, support, and confidentiality. Insecure people often feel a need to put down others and to elevate themselves. In contrast, Youth Alive seeks to build up others and not allow put-downs. We also do not criticize someone who might forget this. Games and group-building activities have been carefully selected to promote acceptance, encourage participation, develop trust, and invite expression. The Youth Alive conference fosters connectedness with one another, where we demonstrate Christian principles of love, compassion, tolerance support, and high expectations. Because of this, we discourage negative or demeaning talk.

### **Mentoring and Leadership Development**

Adult facilitators can sense the success of this program when the youth begin to own and manage the program. Youth can run and lead so much of the Youth Alive activities. The adult facilitator role is to support the young people in their leadership and help the youth facilitate the ongoing organizational and logistical support of the program. Most of the adults who are involved have experience because other adults mentored them as teens and gave them opportunities to lead. We expect that to be repeated here. Adults, you have a role to play—it's to help the youth succeed in leading and following for the benefit of all who come to Youth Alive.

### **The Facilitator Training has two primary purposes related to mentoring and leadership development:**

1. Prepare the adult and youth facilitators for the Youth Alive Conference that takes place immediately following the training. The leaders will model what they learned as the youth attendees come for the conference. With this hands-on experience, facilitators will be equipped to lead groups during the conference. When the official Youth Alive conference begins, trained leaders simply continue what they have already started.

2. Equipping both adult and youth co-facilitators to continue Youth Alive clubs at the conference or church level, after people go back home. This can be done in your church or in your school or even in your neighborhood. We recommend that a youth and an adult team together as co-leaders for a Youth Alive club when you get back home. For example, Friendship Group co-leaders (one youth and one adult) might be the team that starts the Youth Alive club. Keep this in mind during this training as well as during the conference.

After the training, youth should lead and continue to develop their leadership skills. Adults should mentor and support the youth in their developing leadership. Sometimes you can serve as co-leaders or co-facilitators. As youth are able, they should take more and more of the lead while the adults continue to follow publicly and provide feedback privately. The goal is that the youth attending the training will be the leaders and facilitators when they return home while the adults stand by to offer guidance when needed.

## LARGE CONFERENCE GATHERING

### **Major purposes of the Youth Alive Conference:**

- To inspire, motivate, educate and recruit new people into the Youth Alive movement
- To develop leadership skills, especially for youth facilitators
- To provide a positive, large-group experience that will motivate leaders to begin and continue an ongoing local Youth Alive program with a club back home
- Share information through plenary and workshop presentations taught by qualified professionals

### **Teaching Content**

Evidence-based presentations are shared by qualified presenters from Health Ministries, Youth Ministries, Education, Family Ministries and Global Mission through general sessions as well as workshops. The plenary sessions are shared in an engaging interactive style. The workshops cover relevant topics that teens and young adults can relate to and find helpful (see list below).

The Youth Alive Conference gathering program begins with activities that facilitate getting to know one another (Reach IN). These activities are inclusive and involve everyone. By example we show others that we take positive, calculated risks without feeling silly or strange. Our acceptance by God is mirrored by others in the group. The leaders demonstrate it and expect it of others with a spirit of respect, dignity, and honor for one another.

The cooperative games played during the conference assist the participants in taking small risks to get to know one another—which is what most young people want to do if given the opportunity. Games start on a light and fun level and move to deeper experiences as participants are ready to move deeper due to increased trust within the group. It may take more than one group gathering to build this kind of trust for the Youth Alive conference.

Youth Alive goes for 100 percent participation—no spectators. Nobody is “too cool” or “too uncool,” nor is anyone “too athletic” or “too uncoordinated” to be part of the group. We can make adjustments to the activities—and we do if needed. Being inclusive is the opposite of being exclusive. We welcome people into the group rather than try to keep people out. For those who like to be argumentative, or for those who sense a need to categorize each person as being either “right” or “wrong,” we’re in a different game, and we invite them to experience a new focus with us. In our movement to create acceptance and a sense of community, we don’t go into doctrinal debates. As followers of Jesus, we reach out to others rather than draw lines of separation. We





aren't denying the reality of truth versus error, but that isn't our primary focus in Youth Alive. Our focus is on life, and we believe only God can give it. As we experience this life, we offer it freely to others. Because God has been so gracious to us, we treat others graciously.

Humans so often create totem poles or hierarchies and then place people either above or below themselves. In contrast, Youth Alive sees Jesus above all others. And all others are simply at the foot of the cross of Christ. Instead of trying to place people in different positions and judging whether their position is better or whether we have the upper hand, we're simply grateful to be at the cross. With Jesus as our hero and role model, we don't have to make comparisons with others. Our comparison is with Christ. He died for us, so we can live for Him. We do so with a spirit of gratitude. And we look at all other people the way we consider ourselves—people with a bent to selfishness, but people for whom Jesus died. So instead of placing judgments on how people may be different from us because of age, size, intelligence, money, or talent, we celebrate the differences as part of God's creative wonder. We are amazed that Christ can stretch far enough to reach out to everyone. That's a flowery way to say, our focus on Jesus brings us together; a focus on self or making comparisons with others tears us apart. We choose to focus on Jesus and to come together under His banner.

### **Fostering Relationships**

In practical and concrete ways, the Youth Alive facilitator can foster relationships by:

- Learning people's names through practice, starting with Friendship Groups
- Following a progression of activities that moves from shallow and fun to deeper and more intense
- Posting short bursts of affirmation for individuals on the "Shout Out" board
- Giving verbal affirmation to others freely and frequently
- Leading (the youth); actively supporting a youth leader (the adult)
- Praying for individuals by name
- Actively reaching out to those they don't know
- Resisting the tendency to just hang with the people they already know
- Being on the lookout to engage those who aren't yet engaged with the program
- Engage, engage, engage!

### **Suggestions for Community Outreach Activities at Youth Alive Events**

01. Sabbath sofa
02. Puppet ministry
03. Sunshine band in hospitals/nursing homes/orphanages
04. Jail visitation
05. Clown ministries at children's hospital or orphanages
06. Women's and children's shelters
07. Refugee shelter/camps
08. Prayer walking
09. Feeding the homeless
10. Collecting food and clothing for ADRA/Community Services, or another agency such as the Red Cross
11. Blood drive/donation
12. Health expo
13. Health parade/march
14. GLOW tract or mission book distribution

## Suggested Topics for The Youth Alive Workshops

### ADULTS

01. Understanding teens/millennials
02. Adult and youth communication
03. Parent/child dynamics
04. Youth sex education
05. Dealing with youth temperaments
06. Mental health first aid for youth
07. Peer counseling
08. Leading Youth Alive back home
09. Mentoring
10. Friendship Group facilitation
11. Youth Alive discipleship model
12. Starting new worship group
13. Youth empowerment
14. Teen suicide prevention
15. Addiction—root causes/recovery
16. Behavioral addictions such as gaming/porn
17. Codependence
18. Parenting skills

### YOUNGS

01. Personal development
02. Dealing with peer pressure
03. Conflict resolution
04. How to relate to parents
05. Fun and clean parties
06. Am I really in love?
07. Dating violence/abuse
08. Emotional healing
09. Improving emotional intelligence
10. AIDS and sexually (STDs)
11. Study habits to excel
12. CELEBRATIONS (health principles)
13. Starting a Youth Alive club
14. Leading a Friendship Group back home
15. Learning about the addiction cycle
16. Breaking free from gaming and pornography
17. Collection of straight talks from real teens on addictions (Unhooked series2)
18. Healthy sexuality

## Planning for Launching a Youth Alive Training and Conference

The first step in starting a Youth Alive program at a Division, Union, or Conference is to contact the Youth Alive coordinator at the General Conference or Division for more information. Next, establish a Youth Alive Advisory Board that can coordinate the Youth Alive activities.

This Advisory Board is co-chaired by the Youth Ministries and Health Ministries department at the Division, Union, and Conference levels. Other members of the Advisory Board include representatives for Family Ministries, Education, Global Mission, Public Campus Ministries, ADRA or other relevant ministries. Then, sign up at the online portal for Youth Alive leaders to access the materials. If you are planning for a Youth Alive gathering at a Conference level, local school or community setting, the Advisory Board is advised to follow the steps below. All events must be officially recorded and voted to ensure that Adventist Risk Management insurances applies.



## Timeline:

### 12 MONTHS AHEAD:

Schedule your Youth Alive conference time during the beginning of the school year or during a school break. Avoid conflict with other school or church events in your area.

### 6-10 MONTHS AHEAD:

Reserve location. Appoint conference steering committee with all four department directors and staff of local educational institution where the Youth Alive conference will be held, to appoint members to serve on the following committees:

### TWO TO THREE MONTHS AHEAD:

Advertise and announce your program to appropriate leadership. Develop attractive mail posters. Design this that runs from Tuesday to Wednesday morning before the conference begins. Be sure that posters go to all locations where youth are likely to see them (schools, churches, etc.).

### ONE MONTH AHEAD:

Process pre-registration and photocopy sufficient Facilitators and Participant Manuals to be used in the conference. Purchase all the conference supplies early. Arrange for your speakers' transportation and accommodation. Make signs for directions to each site.

- Program Planning
- Finance
- Registration and Promotion
- Accommodation
- Transportation
- Platform
- Food
- Recreation
- First Aid
- Security
- Music
- Audio visual equipment
- Decoration
- Workshop
- Photography
- Facilities
- Gifts

2. <http://unhooked.hopetv.org/>

# YOUTH ALIVE FACILITATOR TRAINING (SUGGESTED)

## DAY 1 (MONDAY)

**12:00-02:00 pm** ARRIVE (Local Education Institution or Camp)

**02:00 pm** ACTIVITIES for early arrivals

**04:00 pm** REGISTRATION (Assigned Area)  
For adult and youth Facilitators only

**06:00 pm** WELCOME DINNER (Dining Room)

**07:00 pm** Music (singing)  
Get-Acquainted Activities (Dining Room)  
Learn and Practice the Youth Alive Wave  
Worship: Called to Follow

BRIEF OVERVIEW OF THE TRAINING  
Youth Alive Description, Purpose, Model  
-Reach IN—Foster Relationships  
-Reach OUT—Promote Mission  
-Reach UP—Nurture Spiritual Growth  
-Reach BEYOND—Cultivate Empowerment  
Experience fully now so you can lead  
Components, Schedule, Adult Roles,  
Expectations, Back to the Big Picture

**09:00 pm** Free time at stations  
(music, snacks, games, talk spots)

**10:00 pm** Head to Bed

# YOUTH ALIVE FACILITATOR TRAINING

## DAY 2 (TUESDAY)

**06:30 am** Instep4Life Morning Fitness

**08:00 am** Breakfast

**09:00 am** WORSHIP (Music/Singing)  
Devotional: God's Part Your Part (Who/What caused Jericho's wall to fall?)

**09:30 am** GETTING TO KNOW YOU  
Group activities for youth and adult facilitators to get acquainted and build the group identity.

**10:30 am** GETTING TO KNOW YOUTH ALIVE  
Explanation of the Youth Alive purpose, philosophy, and model; Explain the Facilitators roles during the conference; introduce administrative staff; review conference schedules and the responsibilities of facilitators.

**11:30 am** GETTING COMFORTABLE  
Introduce co-facilitators; divide into small colored-cluster groups for learning by experiencing the Friendship Group operation; explain how to build a positive Friendship Group climate.

**12:30 pm** Lunch

**02:00 pm** FRIENDSHIP GROUP DEVELOPMENT (REACH IN; REACH OUT)  
Use small, colored-cluster group activities to teach and experience how facilitators can develop the Friendship Group and encourage bonding through participating in activities and then processing those experiences. Take the next step and move out of the comfort of the newly established group as a microcosm to reach out back home following this Youth Alive gathering.

**04:00 pm** GROW GROUP (REACH UP; REACH BEYOND)  
Spiritual development for teens (getting personal with God); nurture spiritual growth (spiritual disciplines and challenges/ crises); Discover more (beyond) about God and about the relationship of the physical with mental, social, emotional, and spiritual integration for abundant life.

**06:00 pm** Supper

**07:00 pm** PLANNING FOR FRIENDSHIP GROUPS  
(Present practical aspects of planning the Friendship Group sessions throughout the conference; youth and adult co-facilitators will be planning for a minimum of the first two Friendship Group sessions of the conference and practice leading activities and actively following when others lead).

**09:00 pm** Personal Time

**09:30 pm** Rest Wel

# YOUTH ALIVE FACILITATOR TRAINING

## DAY 3 (WEDNESDAY)

**06:30 am** Instep4Life Morning Fitness

**08:00 am** Breakfast

**09:00 am** **YOUTH FACILITATORS ROLE (Friendship Group and Beyond)**

This part of the training exposes youth facilitators to the Friendship Group (FG) activities that will be played throughout the FG sessions during the Wednesday to Sabbath conference. Outside of the FG sessions, be actively involved in the other aspects alongside your peers.

### **THE ADULT ROLE**

For adult facilitators, explain some of the ways youth have changed and not changed; explain attitudes and expectations, plus provide ways adults can listen well and actively observe in order to establish and maintain connection with youth.

### **WELCOMING ARRIVING PARTICIPANTS**

Following registration, participants join in some group activities that start with whomever is present and grow as the number of participants increases. Include activities, talking/interaction/get-acquainted opportunities, snacks, fun. Continue until lunch, with breaks as needed, and return to build the group as it continues to grow in size.

**11:00 am** Youth Facilitators Rehearsal for Conference

Introduction and “What is Youth Alive?”

Adult facilitators make preparation for Shout Out notes and then join the youth facilitators for conference introduction.

**12:30 pm** Lunch

# YOUTH ALIVE CONFERENCE



## DAY 1 (WEDNESDAY)

- 08:00 am** REGISTRATION FOR PARTICIPANTS  
(Age 14-30 years)  
After registering, join the group activities (Auditorium)
- 12:30 pm** Lunch
- 02:00 pm** WELCOME/Personal Focus/Devotion  
Youth Alive Facilitators introductions  
A preview of the exciting conference ahead (Auditorium)
- 02:30 pm** Opening Spectacular (Auditorium)
- 03:00 pm** Get Acquainted Games and Youth Alive Wave (Outdoor Area)  
(Games and activities to get everyone moving and making new friends)
- 04:00 pm** Friendship Group Session #1 (Assigned Locations)  
(Small groups led by youth and adult co-facilitators)
- 05:00 pm** "Honor, Dignity, and Respect" (Auditorium)  
An overview of the expectations and guidelines/rules for the conference
- 05:15 pm** "What is Youth Alive?" (Auditorium)  
Youth facilitators present a brief description of the overall program of connectedness, including "Reach IN, Reach OUT, Reach UP, Reach BEYOND."  
At this time also identify that Youth Alive is an "intensive" at this gathering and "ongoing" when they return home.
- 06:00 pm** Supper (Dining Room)  
Community Outreach registration by Friendship Group
- 07:00 pm** Musical Concert (Auditorium)
- 08:00 pm** Personal time  
Colored-cluster group briefing
- 08:30 pm** Rest well

# YOUTH ALIVE CONFERENCE

## DAY 2 (THURSDAY)

- 06:30 am** Instep4Life Morning Fitness (Outdoor Area)
- 08:00 am** Breakfast/Trainer staff meeting (Dining Room)
- 09:00 am** Devotional (Auditorium)
- 09:30 am** General Presentation (Auditorium)  
Suggestion: Overview of Human Sexuality  
(early sex, pornography, homosexuality)
- 10:30 am** Friendship Group Session #2 (Assigned Locations)
- 11:30 am** Workshop Series I (Assigned Locations)
- 12:30 pm** Lunch (Dining Room)
- 02:00 pm** Friendship Group Challenge (Outdoor Area)  
Fun for every member of the Friendship Group
- 03:00 pm** Workshop Series II (Assigned Locations)
- 04:00 pm** Friendship Group Session #3 (Assigned Locations)
- 05:00 pm** General Presentation (Auditorium)  
Suggestion: Getting Smart About Alcohol/Tobacco
- 06:00 pm** Supper (Dining Room)
- 07:00 pm** Cultural Program Planning (Auditorium)
- 08:00 pm** Personal time/ Colored-cluster Groups' Briefing  
(Starting a Youth Alive club back home)
- 09:00 pm** Rest Well



# YOUTH ALIVE CONFERENCE



## DAY 3 (FRIDAY)

- 06:30 am** Instep4Life Morning Fitness (5K Run/Walk) (Outdoor Area)
- 08:00 am** Breakfast/Trainer staff meeting (Dining Room)
- 09:00 am** Devotional (Auditorium)
- 09:30 am** General Presentation (Auditorium)  
Suggestion: "Game on?"  
An informational presentation on the impact of gaming/internet
- 10:30 am** Friendship Group Session #4 (Assigned Locations)
- 11:30 am** Workshop Series III (Assigned Locations)
- 12:30 pm** Lunch (Dining Room)
- 02:00 pm** Cooperative Games (Outdoor Area)
- 03:00 pm** General Presentation (Auditorium)  
Suggestion: What God Thinks of You;  
What You Think of You (Self-esteem and Suicide risks)
- 04:00 pm** Workshop Series IV (Assigned Locations)
- 05:00 pm** Sabbath Preparation
- 06:00 pm** Supper (Dining Room)
- 07:00 pm** Festival of Songs (Auditorium)
- 07:30 pm** Friendship Group Session #5 (Assigned Locations)  
Candlelight/Festival of Song/Agape Feast
- 08:30 pm** Personal time
- 09:00 pm** Rest well

# YOUTH ALIVE CONFERENCE

## DAY 4 (SABBATH)

- 08:00 am** Breakfast/Trainer Staff Meeting (Dining Room)
- 09:00 am** "Youth Testimonials" (Auditorium)
- 09:30 am** Sabbath School Program (Auditorium)
- 10:30 am** Friendship Group Session #6 (Assigned Locations)  
Practical discussion on Sabbath School lesson
- 11:30 am** Sermon (Auditorium)
- 12:30 pm** Lunch (Dining Room)
- 02:00 pm** Bible Scavenger Hunt (Play Field)
- 03:00 pm** Community Outreach Program
- 06:00 pm** Supper (Dining Room)
- 07:00 pm** Friendship Group Session #7 (Assigned Locations)
- 08:00 pm** Friendship Group Gifts (Auditorium)  
Cultural Program  
Shared talents and memories; "Turn Around" drama
- 09:00 pm** "Celebrate Life Drug Free and Fully Alive-Go!"s (Auditorium)  
Closing Ceremonies; Appreciations  
Appeal & Friendship Circle:  
"Friends Forever" Good-bye and God Bless
- 10:00 pm** Personal time
- 10:30 pm** Rest well

## YOUTH ALIVE LOCAL CLUBS



At-risk behavior isn't something that attracts people only once a year. It is a daily choice. The ongoing Youth Alive club in the local church, school, or community is probably more important for long-term impact than the large conference gathering. When adults try to do everything, the programming does not work. If young people don't include adults as part of their support team, it won't last long. The youth and the adults who work together at the facilitator training will be the key people to make this happen when returning home from the conference. The goal is for attendees to take this experience with the large group at Youth Alive training and conference and do it on a smaller scale on a regular basis back home.

In order to ensure sustainability at the local level, it is important to organize a Youth Alive advisory board voted by the church board and composed of representatives from Youth Ministries, Health Ministries, Family Ministries, and the Mission Outreach coordinator/pastor or elder. The board's role is to advise the Youth Alive Club leadership team on objectives and activities planned and offer support as needed. The board is co-chaired by the Youth Ministries director and another adult leader from one of the ministries in the board. The director for the Youth Alive Club is ideally the Youth Ministries director. The remaining leading team can be chosen at the discretion of the director in consultation with the Advisory board and the pastor. The club leadership coordinates all the activities of the Youth Alive and the Friendship Groups.

Once the local Youth Alive advisory board and local club are established, there is no limit to the various activities one can do for in reach and outreach. Some examples are: Health-expo, alcohol awareness week, stop smoking day or World No Tobacco Day, Breathe-Free stop smoking program, World AIDS Day, Instep4Life fitness program or Let's Move day, addiction recovery ministries, EnditNow awareness day, mental health week, etc.

What makes these activities unique for the Youth Alive clubs is being youth-led and adult-supported. This means leaders not only establish, support, and remind participants of the foundational principles of respect, dignity, honor, and growth, but they take steps to plan and follow through for the activities to be fun and focused and have Friendship Groups as the foundation for the activities. Leaders can also include their own ideas and by getting input from other teens. One can tailor-make the local Youth Alive club to draw in the youth in the area for the benefit of the entire community.

Youth Alive means more than avoiding at-risk behaviors. It includes being proactive in doing positive things, such as fixing up an old car, painting a building that needs it, playing with kids, repairing a TV or computer, woodworking or metal work, plumbing, needlecraft, cooking, or anything that interests the youth. In many cases, the relationships within the group and with those we help will actually be more important than the service we provide. A connection with a person or a group that is trustworthy, confidential, supportive, and understanding creates a horizontal relationship that completes the vertical relationship God wants to have with us.

So many of the youth of today have grown up in broken homes, with few positive role models. They feel alone, alienated and suspicious. The local Youth Alive club helps teens connect with one another on a regular basis where they live, finding an environment of unconditional love and acceptance.

### **The key human ingredients for a Youth Alive club/Friendship Group are:**

1. Co-leaders (one youth and one adult) who both take initiative and work together.
2. A core group of at least three to five people committed to be part of the club.
3. A good time and a good place to meet each week for about an hour.

The key divine ingredient is for God to be present, active, acknowledged, and relied upon for the success and purpose of the club.

Youth Alive provides a Facilitator and Participant Manual with detailed information about leading Youth Alive at the Conference level as well as at the local church. A series of step-by-step topic discussions and session models are provided for the YA club leader to use at the Youth Alive Friendship Group in a church, school, or neighborhood. Among these are:

- a 10-session model based in iCOR (Church of Refuge) focusing on Youth Alive core values
- a 12-session model exploring principles of healthy living called CELEBRATIONS.
- a session on emotional healing
- a two-hour seminar for parents or adult facilitators on parenting skills
- Various other PowerPoint presentations to be used in workshops and seminars during the Youth Alive events. These materials can be used on weekly Friendship Group meetings throughout the year.

## **FRIENDSHIP GROUPS (FC)**

During the large conference or back home at the local clubs, Friendship Groups are key to fostering connectedness. Through Friendship Groups, youth learn, play, serve, worship and lead.

### **What are Friendship Groups?**

Friendship Groups are the most important activity in the program of Youth Alive. A Friendship Group is a small group that gathers frequently, giving time for youth as well as adults to relax and connect with one another. Some youth come from unhappy backgrounds, so the Friendship Group, especially in a local Youth Alive club, can truly become a positive peer support. It is a place where the participants connect with one another. These groups are vital for a large gathering in order to provide interaction and intimacy for participants. These groups also form the glue for a Youth Alive Club back home following the conference. More information on FG is found on Session 5: Friendship Group Development (see page 54).

### **Friendship Group Goals**

- Facilitate spiritual growth/development
- Learn the names of group members
- Set ground rules in a way that the group has ownership and commitment to them
- Offer opportunity to discuss issues and personal concerns
- Help everyone participate
- Discuss what participants are learning
- Provide leadership opportunities and empower youth to lead
- Nurture mission and service as the primary purpose in one's life



- Explore ways the group can become a new church plant in an unreached area
- Create a safe place for friendship
- Build connection through teamwork
- Promote play and collaborate games
- Foster emotional healing and healthy relationships

Here is how Friendship Groups incorporate the Youth Alive Model, derived from iCOR.

### **Reach In (Positive Relationship)**

Friendship develops when people get to know one another in a setting of respect, involvement, and fun. Instead of “one-upping” another person, participants support one another. A team of co-leaders facilitates the Friendship Group through a flexible plan of activities. Friendship Groups meet multiple times during at the Youth Alive conference and weekly (ideally) at the local clubs. In Friendship Groups there are “no put-downs.” Each person is valued as a child of God.

By playing cooperatively, calling participants by positive adjectives, and fellowshiping with one another—whether in the dining room eating together or while working together to perform their Friendship Group gifts in the form of songs, cultural dances or skits—they will get to know one another better and will recognize the positive aspects of the members of their group.

Then they will be ready to send “shout out” notes to others and post them on the “Shout Out Board,” the post office of Youth Alive. As the participants abide by the “Respect, Dignity, Honor, Growth” philosophy, a positive social environment is developed that makes the connectedness among the group easier. We focus on positive social activities rather than meaningless that often turn out to be destructive.

### **Reach Up (Spiritual Growth)**

Participants work toward Reaching Up through group devotionals and Friendship Groups consisting of 10-12 members, where activities nurture reflection on their spiritual journey and the participant spiritual growth.

### **Reach Beyond (Leadership Training and Empowerment)**

At a Youth Alive Conference, each Friendship Group has two co-leaders—a youth and an adult. The youth facilitators are expected to lead out while the adult facilitators support them.

Ideally this team of co-leaders will also be the ones who start and lead a Youth Alive Club back home following the Youth Alive Conference. Various topics can be discussed at a local club Friendship Group meeting that can foster leadership skills. (See list on page 8 for ideas.)

### **Reach Out (Mission and Environmental Change)**

During a large Conference, Friendship Groups participate in community outreach. At Youth Alive local clubs, youth promote healthy living in the community and foster environmental change by meeting community needs.

# PREVENTING AT RISK BEHAVIORS AMONG YOUTH

The Youth Alive conference is designed to empower youth with tools to avoid at-risk behaviors. Some young people are following good leaders, and some are following bad leaders when it comes to at-risk behaviors such as substance abuse, sexual experimentation, addictions, obsessive or compulsive behavior, or angry acting out. The use of alcohol, tobacco, other drugs, or compulsive behaviors has created alarming problems around the world. For instance, alcohol use has been linked to more than half of all violent crimes (murders, armed assaults, rapes), more than half of all traffic fatalities, 70 percent of all drownings, and at least two-thirds of all suicides<sup>1</sup>.

While drug abuse often seems like the worst at-risk behavior, more than ten times as many people die each year from alcohol-related causes than die from all illicit drugs combined. More than 20 times as many deaths are related to smoking. Alcohol and other drugs cost years of quality life and huge amounts of money. In the United States, alcohol and drug use was estimated to cost about \$200 billion or \$800 a year for every man, woman, or child, regardless of whether they used these substances<sup>2</sup>.

Unfortunately, Seventh-day Adventists are not exempt from these problems. Decades of research by the Institute for the Prevention of Addictions at Andrews University has shown that students at Adventist Schools use harmful substances, though at much lower rates than students in non-faith-based colleges. There is a concept called cultural diffusion that effects Adventist youth. This means that general culture impacts everyone, including Adventist youth. About 10 percent of students at Adventist schools were drunk in the last year and over one-quarter can be considered current users of alcohol with almost 10 percent current users of marijuana. The higher rates of drug and alcohol use in the general population will continue to exert a powerful influence on our youth. The following data is for use in the last year:<sup>3</sup>

SUBSTANCE USED BY YOUTH	USE AMONG ADVENTIST YOUTH ATTENDING SDA COLLEGES	USE AMONG NON-ADVENTIST YOUTH ATTENDING PUBLIC COLLEGES
Alcohol	27%	78%
Tobacco	6%	23%
Marijuana	9%	36%
Cocaine	<1%	3.5%
Opiates (not heroin)	<1%	4%
Drunk in the last year	10%	60%

SUBSTANCE USED BY YOUTH	ADVENTIST YOUTH USING DRUGS/ALCOHOL BEFORE 18 YEARS OLD
Alcohol	49%
Tobacco	57%
Marijuana	42%
Cocaine	38%

Adventist youth and sexual experience by age 22 (SDA colleges)

**40.3%**

3. [http://www.monitoringthefuture.org//pubs/monographs/mtf-vol2\\_2016.pdf](http://www.monitoringthefuture.org//pubs/monographs/mtf-vol2_2016.pdf)



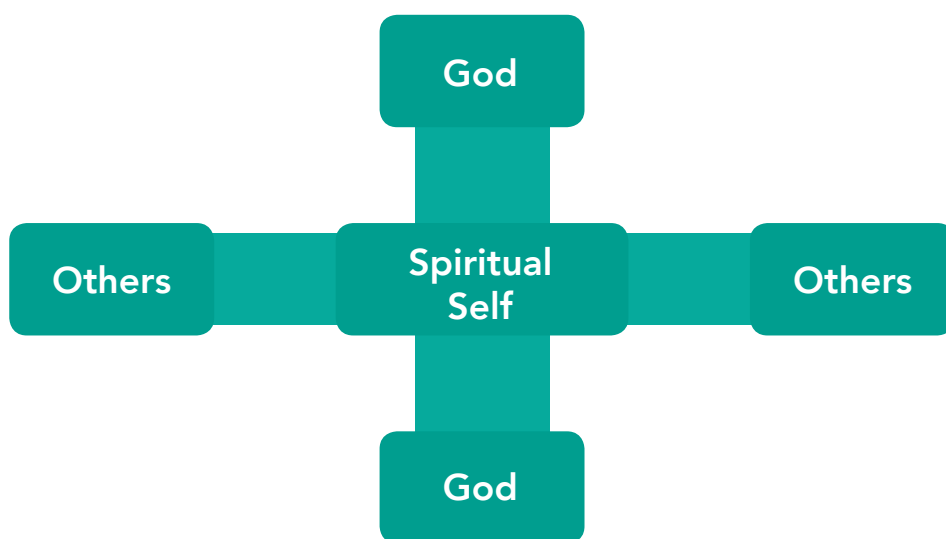
Most drugs were not created for evil purposes. People produced them from plants created by God, and many of these plants are important and therapeutic. The problem comes when they are misused. The devil seeks to misuse these plants to destroy lives, bring pain and cause early death.

Cigarettes are among the most addictive and dangerous drug in the world. Addicts who try to quit alcohol, cocaine, marijuana, opiates, or any illegal drug have a better chance of quitting than people who try to quit smoking cigarettes. We can shake our heads or point fingers or shame people who make bad choices when it comes to following or leading, but tragically, giving people “the right answer” doesn’t mean they will make the right choices.

In the data above, we note that 40.3% youth of Adventists in Adventist colleges reported having engaged in at least one sexual experience by age 22. While that number is high, it is nowhere near the 80 percent of students attending non-Adventist schools.<sup>4</sup> Then what are we to do in order to really help youth live their faith and be truly alive? A key Youth Alive spiritual principle is based on what is considered “the greatest commandment in the law”—the most important principle for a good life:

Jesus said to him, “‘You shall love the LORD your God with all your heart, with all your soul, and with all your mind.’ This is the first and great commandment. And the second is like it: ‘You shall love your neighbor as yourself’” (Matthew 22:37-39, NKJV). This provides not only the right answer, but also the motivation and power to actually do it. A strong and healthy relationship with God (a vertical relationship) will produce a strong and healthy relationship with other people (horizontal relationships) as diagrammed below:

The data suggest that about half of students at Adventist colleges initiate substance use. According to the data, a connection with God and an understanding of the body as a temple of God does make a difference.



4. <https://www.thecut.com/2015/10/college-virgins-silent-almost-majority.html>

# ALL ABOUT CONNECTEDNESS

## How can we prevent youth from getting involved in drugs and other at-risk behaviors?

The National Longitudinal Study of Adolescent Health (ADD Health) originally published in 1997 involved 90,000 teenagers and 18,000 parents across the United States. An update was published in the Journal of Adolescent Health in 2004. Over the two decades of data collection two vital factors that protect children and youth from getting involved in high risk behaviors were identified. They are: Being connected with God and being connected with one another.

### • **Connecting with God**

When religion and prayer are important to an adolescent, they are less likely to smoke, drink or become involved in premarital sexual activity.

Many people use drugs because it makes them feel better than they have ever felt in their lives. Removing the power of the drug will make them feel “lost” unless it is replaced with something else as powerful or more powerful than the drug itself. The only power stronger than the effect of a drug is the power of Jesus Christ (a healthy vertical relationship). This is biblically supported. Philippians 4:13 says, “I can do all things through Christ who strengthens me.”

### • **Connecting with one another**

Independent of race, ethnicity, family structure, and poverty status, adolescents who are connected to their parents, to other family members, and to their school community (a healthy horizontal relationship) are protected from many at-risk behaviors such as sex, violence, emotional distress, suicidal attempts, and drug use.

No man is an island. We all long to be accepted and connected with one another for support and encouragement (horizontal relationship). This is biblically supported. Romans 14:7 “For none of us lives to himself, and no one dies to himself.”

Therefore, we make sure these two important factors are integrated into the Youth Alive program, namely making Jesus Christ the highest power, at the center of all their activities, and allowing the connectedness to take place among youth with other youth and adults. These key perspectives and actions will have the greatest impact in protecting the youth from at-risk behaviors. Otherwise, the program might be merely fun and entertaining, but it would not be successful in the goal of preventing at-risk and addictive behaviors.

As individuals connect with God, they value others as children of God, making it easier for them to connect with other youth and adults.



# IMPLEMENTING YOUTH ALIVE IN SCHOOLS



## When and Where to Launch a Youth Alive Conference

With this great positive impact of the Youth Alive program, it is highly recommended that we launch the Youth Alive conference in schools, keeping in mind a follow-up Youth Alive club to be conducted in local schools, churches, or neighborhoods following the Youth Alive conference. Schedule the Youth Alive conference:

- At the beginning of the school year (the most effective time is when it is done at the orientation program), and the Youth Alive clubs can then continue through the school year.
- During the school break, and the Youth Alive Clubs can start following the break.
- Late in the school year (so there is ample time to plan activities for the following year, including the Youth Alive clubs.)

## Contributing Factors Affecting Youth Today

Many youth face changes in our society today that contribute to changes in youth behaviors and risks.

Some documented factors are: working parents, home environment, single parent struggling to generate sufficient income, TV influence, political and civil unrest, and school changes.

### Working parents:

- In richer and more industrialized countries both parents may work, resulting in their children spending fewer hours per day with a parent. They now rely more on their peers in decision making, these often being vitally critical decisions that impact the rest of their lives.

### Home environment:

- Some students come from homes where the environment is less than ideal. Some kids come from awful home situations. Teachers are often asked to correct the bad behavior from the home where there has been poor parenting, a chore that teachers may find difficult, if not impossible, to execute.
- Other students come from homes where a single parent struggles to generate sufficient income to support and educate the children, leaving the parent in a disadvantaged position to give the children sufficient time for meaningful relationships. The children may often be unattended after school, which is the time of day when youth are at most risk for participating in risky behaviors.

### Media influence:

- Children have more screen-time now than in years past. In the typical American home, a teen has more than seven hours per day of screen-time exposure (TV, cell phone, iPads, computers). While only about one third of American parents talk to their children about sex, the media does it constantly with sexual images and suggestions appearing about 14,000 times per year. Past research has shown that by the age of 18 years, youth have watched TV almost twice as long (22,000 hours) as they have been in school (12,000 hours). The television is therefore the primary sex educator of most youth. In addition, recent research has shown that youth are exposed to increasing amounts of sexually explicit media, and that exposure is related to poorer mental and physical health.<sup>3</sup>

3. [http://www.monitoringthefuture.org/pubs/monographs/mtf-vol2\\_2016.pdf](http://www.monitoringthefuture.org/pubs/monographs/mtf-vol2_2016.pdf)

### **School changes:**

- Schools around the world require less physical education and gymnastics classes than in the past. The combination of a girl's decreasing age for her first menstrual period and lesser physical education, results in the following disadvantages:
  - Less physical exertion
  - Youth are not kept busy
- Youth have less exposure to adult authority and supervision. Activities such as gymnastics or other sports are often taught by adults after regular school hours. Students who don't take part in after-school activities may have more time at home alone before the parents get home from work. Students who go home to an empty home after school are referred to as "latchkey kids." Research shows that when children and teens are left alone without adult supervision a wide variety of health risk behaviors are more likely to occur including substance use and pregnancy.<sup>4</sup>

It would be easy to feel overwhelmed with gloom and doom. Some adults feel powerless to do anything about the rapid changes that have occurred since their own youth. But in spite of the many changes, some things have remained the same:

- The need for relationships (with peers and with adult mentors)
- The desire for connection with God (it may look different, but it needs to be personal)
- The search for values (what really matters, and can I count on it?)
- The joy of having fun (from childhood we have a desire to play; do you still have it?)

## **ADDITIONAL RESEARCH FINDINGS**

Recent research reported that a low level of physical activity among high school students was associated with increased cigarette smoking, marijuana use, lower fruit and vegetable consumption, greater television watching, failure to wear a seat belt, and even a lower value on academic performance when compared to highly active students.<sup>5</sup>

### **Reason for Using or Trading Drugs:**

We see devastating results of drug use every day, whether it is in our own environment, in the news, or on the internet. Despite their devastating effects, people continue to use drugs for a variety of reasons:

- People often wake up in the morning feeling depressed, defeated, lacking confidence and motivation, and in need of something of substance in their lives to make them feel good. Many turn to drugs. Drug usage goes as far back as history. No culture or civilization is exempt from searching for and finding substances that are effective in altering their moods, feelings, or thoughts; alleviating pain and anxiety; producing feelings of relaxation; increasing strength or work tolerance; providing a relief from boredom, providing a temporary distortion of reality.
- As transportation improved, people started taking their drugs to other cultures and/or countries. Every drug that has ever been discovered in the history of the world is still available. Drugs were on the move. Wars have been fought over drugs, as it inspires passion due to the large amount of money associated with their use and trade.

4. <https://www.thecut.com/2015/10/college-virgins-silent-almost-majority.html>

5. <https://www.cdc.gov/tobacco/campaign/tips/diseases/buergers-disease.html#two>



## Impact of Drugs:

- Alcohol and other drugs remain a major contributor to rising global medical costs and are clearly associated with transmission of the HIV/AIDS virus and other sexually transmitted infections, violence in school and home, child abuse, automobile fatalities, unemployment, reduced work productivity, and other antisocial behaviors.<sup>6</sup>
- Law enforcement works hard to get drugs off of the streets and out of the hands of those who manufacture, distribute, and use them. If history is an accurate teacher, attempts to stop drug distribution is not going to succeed. The focus of the drug problem should be on prevention and the underlying causes of drug use.

Global society in general and educators in particular have responded to these concerns of drug usage among young people by designing and implementing programs to discourage entry into these potentially dangerous behaviors. Classes are being taught, informing students of the dangers of drug usage. Nevertheless, students continue to use drugs and engage in sexual intercourse before marriage. These attempts to eliminate the issues apparently are not effective.

## Promising Research:

Recent drug research has revealed that drug treatment and prevention programs succeed better when they contain a “values” component. Research has shown that students who have a religious affiliation and who embrace spiritual values are much less likely to use drugs. These values are essential in promoting a drug-free society. Therefore, we need to treat the underlying cause of drug use such as hopelessness, depression, worthlessness, feelings of separation, or any other emotion that might cause negative self-esteem issues. Coming into the arms of the Lord and promoting Christian values are a great place to start.

## Resiliency

Behavioral research typically explores what puts young people at risk for their involvement in at-risk behaviors. The concept of resiliency is a powerful paradigm that has inspired hope among researchers, including educators. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress such as family and relationship problems, serious health problems, or workplace and financial stressors. It means “bouncing back” from difficult experiences.”<sup>7</sup>

## Resilient individuals have a number of characteristics:

- They are often people of deep religious faith.<sup>8</sup>
- Researchers explain resilience in terms of hardiness and suggested that resilient individuals have a strong commitment to self and/or their God and are willing to take action and deal with problems.
- Resilient individuals have positive attitudes toward their environment, hold a strong sense of purpose, and develop a strong internal locus of control that enables them to see life’s obstacles as challenges that can be overcome.<sup>9</sup>
- Resilient youth appear to have a strong commitment to helping others.<sup>10</sup>
- Resiliency seems to be all about hope; it is the sense that adversity can be overcome, that there is life beyond the obstacles of today.
- Rather than focus on the shortcomings of students such as academic failure, drug use, or other at-risk behaviors, the resilient construct attempts to identify factors that account for success.<sup>11</sup>

6. <https://www.mayoclinic.org/diseases-conditions/raynauds-disease/symptoms-causes/syc-20363571>

It is known that children who are sexually or physically abused and raised in homes where the parents are alcoholics face severe hardship during their developmental years and are at great risk for poor social and/or academic outcomes. They are also more at risk for chronic diseases in adulthood, suicide and addictive behaviors. However, not all of these young people emerge scathed. Some do well. Resilience research identifies some factors associated with resilient kids which include the following:<sup>12</sup>

### **Individual Attributes:**

- Easygoing temperament or disposition
- Intellectual capabilities, especially verbal and communication skills
- Realistic appraisal of the environment
- Self-efficacy (confidence that one's internal and external worlds are predictable, controllable, and hopeful)
- Social skills
- Sense of direction or mission, such as evidence of a special talent, passion, faith, or strong interest
- Capacity to understand and respond to others' feelings
- Humor
- Adaptive distancing, such as the ability to think and act separately from troubled caretakers

### **Family Protective Factors:**

- Consistent, warm, positive relationship with a caring adult
- Positive family environment and bonding
- High but realistic parental expectations
- Family responsibilities and household tasks
- Positive parental modeling of resilience and coping skills
- Extended support networks, including family and friends

### **School Protective Factors:**

- Opportunities for involvement in school decision making
- High but realistic expectations for students' performance
- Caring, supportive school atmosphere

### **Community Protective Factors:**

- Positive community norms, such as a sense of caring, commitment, mutual protection, non-drug use, and opportunity for involvement in community life
- Community resources for children and families such as child care, nutrition, health programs, and drug-free recreational resources

### **Relationships**

A careful review of much of the available research designed to identify what it is that fosters resiliency among young people, one factor emerges over and over again, that is valuable, sincere, and enduring relationships.

- Supportive older adults or mentors from teachers to clergy may contribute to resilience among youth.<sup>13</sup>
- Studies conducted around the world identified a number of factors that enable children of misfortune to beat the heavy odds against them. One factor turns out to be the presence in their lives of a charismatic adult, a person with whom they identify and from whom they gather strength.<sup>14</sup>
- Relationships with individuals who provide care, warmth, and unconditional love appear to provide young people with a sense that the odds faced in life can be overcome. These relationships appear to provide youngsters with self-esteem and a sense of self-worth which makes successful coping more likely.<sup>15</sup>



- In one particular study it was found that “resilient young people all had at least one person in their lives who accepted them unconditionally, regardless of temperamental idiosyncrasies, physical attractiveness, or intelligence.”<sup>16</sup>
- Resiliency to the stressors of life such as drug-abusing peers, violence on TV and/or videos, or the influence of a less-than-ideal home appears to come through supportive relationships.

## WHAT CAN BE DONE?

### School as a community

- School-based research suggests that the effects of the less-than-ideal home or social environment can be moderated by creating an environment at school that is a refuge for students. “Resilient kids have the uncanny ability to make school a refuge from society’s ill.”<sup>17</sup>
- Research reported when students sense that their school is a “community,” a place characterized by supportive and caring relationships, where opportunities are provided to participate in school activities and decision making, and a place where norms are shared, students will enjoy school more and be more academically motivated, less absent, engage in less disruptive behavior, have higher academic achievement, use drugs less, and participate in less delinquent behavior.<sup>18</sup>
- Other research revealed that a student who has a subjective appraisal of their school environment is associated with greater school interest.<sup>19</sup>
- Research conducted to measure why some Mexican-American students who come from very poor environments do very well in school, reports that a supportive academic environment and a sense of belonging to the school were predictors of resilience.<sup>20</sup>

### Important Adult Roles:

- Know youth by name
- Be involved in the lives of youth
- Establish sincere and enduring relationships with youth.
- Don’t expect perfection
- Be there when they fail; just be there to support them
- Work to create a warm accepting environment in the school community
- Be a mentor



DATE/TIME	EVENT	PLACE	CONTACT NAME	PHONE #	NOTES
<b>SUNDAY</b>	<b>EARLY MOVE IN</b>				
10:00a-8:00p	MOVE IN ASSISTENCE	(FILL IN AS NEEDED)	(FILL IN AS NEEDED)		
1:00p-8:00p	STUDENT FINANCIAL SERVICES OPEN				
<b>MONDAY</b>	<b>MOVE-IN AND ACT EXAM</b>				
10:00a-8:00p	MOVE-IN ASSISTANCE				
9:00a-12:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
11:30a-12:00p	LUNCH				
01:30p-05:00p	ACT EXAM				
05:00p-06:00p	SUPPER				
07:00p-08:00p	PASSAGES SERVICE				
08:00p-09:00p	RESIDENCE HALL RECEPTIONS				
<b>TUESDAY</b>	<b>WELCOME AND TESTING</b>				
07:30a-09:15a	PRESIDENT'S BREAKFAST				
08:15a	PRESIDENT'S WELCOME (5min)				
08:25a	HONORS MENTORING (5min)				
08:30a	YOUTH ALIVE PROMO FRESHMEN SEMINAR (5min)				
08:35a	CLASS OFFICER NOMINATIONS (5min) BELLOW IS AS SAMPLE OF A YOUT ALIVE SCHOOL ORIENTATION PROGRAM				
08:40a	REGISTRATION OVERVIEW				
08:55a	MATERIALS DISTRIBUTION -FRESHMEN FOLDER -BULLETINS -CLASS SCHEDULES -T-SHIRTS SING UPS: FRIENDSHIP GROUPS FRESHMEN SEMINAR AND ADVISOR LISTS				
09:30a-11:30a	FRESHMEN TESTING				
09:30a-11:00a	PARENTS'HELP SESSION				
11:30a-01:00p	GET ACQUAINTED LUNCH SUPPORT SERVICES				

01:00p-04:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
01:30p-02:30p	MATH PLACEMENT TEST				
05:00p-06:00p	SUPPER				
05:00p-08:00p	INTRODUCTION TO HONORS (WITH SUPPER)				
07:00p-09:00p	EVENING ACTIVITY				
<b>WEDNESDAY</b>	<b>REGISTRATION BEGINS</b>				
08:00a-09:30a	DEPARTMENTAL DEVOTIONALS BREAKFAST				
08:30a-09:30a	GROUP ADVISING SESSIONS				
09:30a-12:00p	INDIVIDUAL ADVISING				
09:30a-12:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
09:30a-12:00p	COPS TESTING LAST NAMES A-L				
11:30a-01:00p	LUNCH				
11:30a-01:30p	GET ACQUAINTED LUNCH: CAMPUS ORGANIZATIONS				
01:00p	YOUTH ALIVE STAFF MOVE IN				
01:00p-04:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
05:00p-06:00p	SUPPER				
07:00p-06:00p	EVENING ACTIVITY				
09:00p	RESIDENCE HALL ORIENTATIONS				
<b>THURSDAY</b>	<b>FINISH REGISTRATION</b>				
08:00a-05:00p	YOUTH ALIVE STAFF TRAINING				
08:00a-12:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICE OPEN STUDENT HEALTH OPEN				
09:30a	COPS TESTING (LAST NAMES M-Z)				
11:30a-01:30p	GET ACQUAINTED LUNCH: CAMPUS EMPLOYERS				

DATE/TIME	EVENT	PLACE	CONTACT NAME	PHONE #	NOTES
08:00a-12:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
09:30a	COPS TESTING (LAST NAMES M-Z)				
11:30a-01:30p	GET ACQUAINTED LUNCH: CAMPUS EMPLOYERS				
01:00p-05:00p	INDIVIDUAL ADVISING				
01:00p-04:00p	ID CARD STATION OPEN STUDENT INSURANCE OPEN STUDENT FINANCIAL SERVICES OPEN STUDENT HEALTH OPEN				
05:00p-06:00p	SUPPER				
07:00p-09:00p	EVENING ACTIVITIES				
08:00p	YOUTH ALIVE PRAISE BAND REHEARSAL				
<b>FRIDAY</b>	<b>YOUTH ALIVE BEGINS</b>				
08:30p-09:00p	CHECK-IN				
09:00a-10:30a	DACE SKY SHOW (OR WHATEVER)				
10:30a-12:00p	GROUP#1: GET ACQUAINTED GROUP LOCATIONS GROUP LEADERS				
12:00p-12:45p	PIZZA LUNCH GROUP LOCATIONS GROUP LEADERS				
12:45p-04:00p	GROUP#2: GROUP CHALLENGE GROUP LOCATIONS GROUP LEADERS				
04:00p-05:30p	GROUP#3: FACULTY HOME SUPPER FACULTY HOMES GROUP LEADERS				
<b>SATURDAY</b>	<b>YOUTH ALIVE CONTINUES</b>				
09:30a	CONTINENTAL BREAKFAST				
09:50a	PRAISE SERVICE				
10:10a	SABBATH SCHOOL PROGRAM				
10:30a	GROUP#4: BIBLE STUDY				
11:20a	WELCOME SERVICE				
01:00p	WELCOME POTLUCK				



02:30p-05:00p	SABBATH AFTERNOON OPTIONS: STREET MINISTRIES CANOEING BIKE TOUR GUIDED JIKE				
05:00p-06:00p	SUPPER				
06:00p	SOUND CHECK				
07:00p-08:30p	GROUP#5 (WATERMELON)				
08:30p	CONCERT				
<b>SUNDAY</b>	<b>YOUTH ALIVE CONCLUDES</b>				
10:00a	BRUNCH				
12:30p	LOAD BUSES TO OUTING (PARK OR BEACH) PARKING LOT				
01:00p-05:00p	BEACH OR PARK PARTY				
05:00p	RETURN				
06:00-08:30p	YOUTH ALIVE BARBEQUE ELECRTIONS GROUP TALENT CULTURAL SHOW WRAP-UP VIDEO				



# DEVOTIONAL: "CALLED TO FOLLOW"

**Initial Session: 15-30 minutes**

**Are you a leader or a follower?**

**Is it possible to be both?**

We often reward leaders, but we may be tempted to consider followers to be little more than sheep who don't think for themselves or stand for what they believe. But a good leader is also a good follower.

A leader has the ability to see what's ahead and communicate that vision to others. It's actually a sign of intelligence to follow when a leader can take you to a better place. When you pay attention, you'll be able to lead others after you've followed a good leader.

Good parents lead their children well. And good children follow good parents. But sometime during adolescence, before a young person chooses to stay with what has been experienced, there may be some venturing with other leaders—sometimes with good results, and other times with bad. There's always a risk, and some are more willing to take risks than others. Young people tend to be willing to take more risks than older people.

About 2,000 years ago, some young people were ready to follow somebody other than the religious leaders. These youth chose to follow John the Baptist who was leading in a different direction from that of the established religious leaders. John's "church" wasn't a building, but the wilderness. His clothing style certainly differed from the established norm, as was his diet. Some considered him weird. But lots of people started to follow him, including young people!

According to the first chapter of the Gospel of John, one day John the Baptist pointed two of his followers to Jesus and told them to follow Jesus. So, they did. I mean if they didn't follow John's admonition to follow Jesus, then they wouldn't really be following John, would they?

That same afternoon one of these two new followers of Jesus, Andrew, found his brother, Peter, and introduced him to the Messiah! And Peter followed Andrew. The follower, Andrew, became a leader when he recruited Peter to follow him. And both of them followed Jesus.

The next day, Jesus invited Philip to follow him, and Philip did! Then Philip found one of his friends, Nathanael, and invited him to follow Philip to the Messiah. But unlike Peter, Nathanael hesitated. He didn't trust Jesus enough to follow him.

But Jesus soon won his trust. And then Jesus told Nathanael that he would be seeing things far more amazing.



## Let me ask the question again: Are you a leader or a follower? Is it possible to be both?

You have come to this Youth Alive conference to be a leader. Will you also be a follower? Let me explain it this way: a leader, by definition, is anyone that someone else follows. It doesn't have to be 1,000 people following, or 100, or even 10. If only one person follows you, that still makes you a leader.

There's a flip side to this. If you follow somebody, you make that person a leader. That's right—you, by yourself, can make anybody a leader if you will simply follow that person! We often think of older people being the leaders and younger people being the followers. But any young person becomes a leader when just one other person follows. Adults, are you listening to this? You can make any young person a leader by following that young person. Young people, you also can make anybody a leader by following that person. In our Friendship Groups, the co-facilitators will trade off. Sometimes one will lead and the other will follow, and then they will switch roles. Either you are leading, or you are following—which makes another person the leader. You're one or the other. Either lead or actively follow, which empowers another person to lead. How does this relate to youth alive? Your influence as a leader will make a difference.

## GETTING TO KNOW YOU

**Session 2:** 30-60 minutes

### **Goal:**

To break the ice and thereby release facilitators to start getting to know one another.

### **Rationale:**

Many people are naturally shy and feel unsure of themselves when they are around new people. Therefore, we need to play some introductory games in order to reduce the tension and create a relaxing environment.

### **Needs:**

1. Games coordinator
2. Additional assistants, whistle, and microphone if the group is large
3. Large poster paper and marking pens
4. A room spacious enough to allow all participants to roam around and meet one another

### **Activities:**

We play cooperative games instead of competitive games. These are high-energy activities in which individuals and groups work together for a common purpose. Cooperative games seek to achieve a win for everyone. This differs from the traditional competitive sports that seek to win at the expense of others or segregate athletes and spectators.

### **The major elements in a cooperative game are:**

**Challenge:** The activities include a challenge that involves a variety of skills so all players can participate and are needed.

**Trust:**

The games are designed to create and communicate trust by establishing a sense of community.



### **Safety:**

The fun stops when safety becomes an issue. Rather than burdening each activity with a long checklist for safety, five “C-words” comprise the consistent guidelines for cooperative games:

1. Contained
2. Cushioned
3. Controlled
4. Caring
5. Community

Players have the option to exit the game if they choose to do so.

### **Empowerment:**

This principle gives the players control of and responsibility for their own play. Players can have empowerment by taking turns being the referee or being “it.”

**Innovation:** You are free to devise new ways to play and change the rules if they do not meet the needs of the group or are not acceptable to the culture.

The important thing to remember when coordinating cooperative games is to involve everyone. Cooperative games are great ways for groups to get acquainted and be comfortable. They are ideal for friendship-building FUN! Facilitators will arrive at different times during the afternoon prior to registration. Instead of having dead time waiting for registration or waiting for the entire group to arrive, begin the spirit of fun and relationship-building by having a few key leaders initiate some activities for those who are present. As others arrive, integrate them into the activities.

### **Graffiti:**

While waiting for the facilitators to attend the training, graffiti is a good activity. On large pieces of paper (or posters) write the following headings:

- Write one word to best describe God
- Wisdom Wall – Write down your wisdom
- What do you want to give to this Youth Alive conference?
- Draw a picture as a two-year-old would draw it
- What keeps you happy?
- Finish this phrase: My experience with people has taught me...
- What do you wish for in life?
- Draw a picture of how you feel now

After writing the headings, please write down one answer under each heading, in order to give a sample and get the people started.

Put these large pieces of paper on a desk or on the wall or the floor to let facilitators give their answers in writing as they go from one large paper to the other. When they have finished writing their answers, please tape these papers on the walls around the room for the people to read.

If those present already know each other, move into active group games such as icebreakers. If those present don't yet know each other (probably because they come from different locations or different groups), it's best to begin with some games of introductions in which you start to learn names. After you've done a few introductions, move on to icebreakers.

## **Introductions**

Pick several from the following introductory games (See Participant Manual).

If you have 50+ people, choose from the following:

- Friend or Foe (page 52)
- Alphabet Line (page 62)

If you have 21-49 people, choose from these introductions:

- Name Toss (page 44)
- Instant Replay (page 44)

(Or select from the 50+ activities listed above)

If you have 5-20 people, or if you want to subdivide a larger group into smaller sub-groups, choose from the following activities:

- Name Alliteration (page 45)
- Acronyms (page 49)
- Name and Nickname (page 53)
- Letter Count (page 54)
- In the Parade (page 54)
- A Star (page 55)
- Creative Introductions (page 59)

Do two or three introductory activities until you have gotten to know some of the participants names, choose from the following activities for groups of 5-20 people:

- Knee Bop (page 48)
- Drop It (page 43)
- Memory in the Middle (page 56)

## **Icebreakers**

If the facilitators already know each other by name, or once people have started to learn a few of the names, move on to Icebreakers, (See Participant Manual), such as:

If you have 50+ people, choose from the following:

- Line Up (page 68)
- Sum It Up (page 69)
- Forced Choices (page 73)
- Mingle, Mingle (page 80)

If you have 21-49 people, choose from these Icebreakers:

- Electricity (page 63)
- Stand Up (page 65)
- Lap Sit (page 69)
- Keep It Up (page 72)
- Left or Right (page 73)
- Toe Tapping (page 76)
- Turn Around Count (page 76)

(Or select from the 50+ activities listed above)

If you have 5-20 people, or if you want to subdivide a larger group into smaller groups, choose from the following Icebreakers:



- Snap, Crackle, Pop (page 64)
- Zip, Zap, Zop (page 65)
- Human Knot (page 66)
- Moving to the Truth (page 67)
- Mirrors (page 70)
- Keep It Up (page 72)
- Human Spring (page 72)
- Rhythm Hunter (page 78)
- Touch Blue (page 79)
- Round and Round (page 80)

As you near the end of this activity time, ask for input from the group by asking questions such as:

- Which activity is one you'd like to do again later?
- What is the name of one of the people you met during this time today?
- On a scale of 1 (hard) to 5 (easy), how difficult was it for you to engage in these activities at the beginning? What about at the end?
- Raise your hand if you think you could lead a group of people in at least some of these activities.
- Raise your hand if you think you could do this after a day of training.
- Take about one minute to talk with somebody next to you about the following two questions: (If there's an odd number of people in your group, make one group of three.)
  1. What have you learned about the activities so far?
  2. What have you learned about the people here so far?

(After giving 1 or 2 minutes for twosomes to share, ask for feedback to the larger group. Look for and highlight examples of getting to know other people, getting more comfortable as participants get into the activities, surprises at how quickly and fun it can be to get involved, a sense of acceptance, and the importance of being open rather than judgmental of others.)

It's now time to go register. We'll certainly be doing some more group-building games during our training session, and definitely during the Youth Alive conference. In fact, we'll do some of these same activities as the participants arrive tomorrow afternoon. Some of you will be Friendship Group facilitators, leading in these activities. We have a lot to do between now and tomorrow! Some of you will be leading in worship or workshops. Whatever role you'll be playing at the Youth Alive conference, we want you to be sure to actively participate wherever you are either by leading or by following, but never by sitting as a spectator like a bump on a log. We'll get into this more following registration and dinner. If you have some free time during those segments, offer to help others in the process or just get acquainted. Begin with your name, and then share a few things about yourself and ask others to share a few things about themselves. Following registration, our next official gathering will be for dinner at 6:00 in the dining room.

Welcome to the leadership training for Youth Alive. We're depending on God and on you to make this happen. Are you ready to be part of leading this? I sure hope so, because here we go!

(Direct people where to go for registration. This may include getting set up for lodging and getting the lay of the land. Foster a spirit of helpfulness and friendliness. Be sure people get to dinner at the right time and the right place.)

# GETTING TO KNOW YOUTH ALIVE

**Session 3:** 45-60 minutes

## **Goal:**

To experience an overview of the Youth Alive conference through worship, building relationships, providing information, sharing the plans and the role, responsibilities and expectations for facilitators.

## **Needs:**

1. Powerful and prepared worship team
2. Group-building activities leader
3. Youth Alive Facilitator Training Manual
4. PowerPoint slides

## **Worship:**

### **Welcome**

- Official welcome to Facilitator Training by conference coordinators
- Distribute Youth Alive Facilitator Training Manual
- Review training schedule

### **What is Youth Alive?**

Youth Alive is a comprehensive prevention program that is basically a program of relationships that build resiliency. It is A POSITIVE, PEER PREVENTION PROGRAM (4 P's)

### **Positive:**

Because it focuses on positive alternatives with Christ, the highest power, which results in a positive interpersonal communication with one another. Participants treat one another with Honor, Dignity, and Respect, valuing each person as a child of God with no racism, no prejudice, no put-downs. This attitude promotes a feeling of complete acceptance.

### **Peer:**

Because youth and adults are reaching out to other youth and children to encourage them to live drug-free. The connectedness among youth and other youth or adults provides a natural high sense of satisfaction that increases self-esteem and an uplifting experience through Christ. Thus, the use of drugs becomes undesirable.

### **Prevention:**

Because it focuses on the theme "MY CHOICE-DRUG FREE," presented through all components of the program. This encourages a drug-free commitment for all the participants, including those who may have already casually experimented with drugs. The Youth Alive pledge to be signed is as follows: (See Youth Alive Participant Manual, page 16)

**I pledge to choose Jesus Christ as my Highest Power**

**I want to be healthy and happy**

**I will say NO to alcohol**

**I will say NO to tobacco**

**I will say NO to illegal drugs**

**I will say NO to pornography**

**I will say NO to compulsive gaming**

**I will say NO to any unhealthy behavior**

**I will help my friends to say NO to these things also**

**I pledge to stand up for what I know is right**

**My Choice, Fully alive!**



## Program:

The program has five important elements:

Information, plenary session, workshop modules, friendship group activities, qualified presenters.

## 1. INFORMATION

To be given in the general session as well as in the workshop setting by qualified presenters from the Health, Youth, Education, and Family Ministries Departments. If Youth Alive does not offer the correct information, young people tend to be influenced by the advertisements they see in their daily life.

For example, teach young people to analyze advertisements they are subjected to by asking “What does this advertisement say? If you want to appear popular and be accepted in a group, drink alcohol.”

Advertisements never show the negative side of alcohol such as poor decision-making, traffic accidents, etc. Often, advertisement shows the macho movie star smoking, but never do the advertisements show how many men died because of lung cancer or have a whole in their trachea for life gasping to breathe.

Many years ago, a tobacco company called R.J. Reynold discovered that within 3 years of Joe Camel in advertisements, illegal sales to minors jumped from \$6 million to \$476 million. Before Joe Camel 0.5 percent smokers under 18 years old used Camel brand. After Joe Camel 32.8 percent smoking youth used Camel brand.

Today we see the same happening with electronic cigarettes. They are made to attract youth and we have seen a surge of electronic cigarette usage by adolescent as a result. It is important that Youth Alive uses current evidence-based information to teach young people.

Besides various types of cancer, the following are some of the health problems linked to smoking.

### **Buerger’s disease**

This is a disease involving failure in blood circulation due to blocked blood vessels brought on by smoking and other kinds of tobacco use. The only way to prevent the disease from worsening is to stop using tobacco in any form. This disease may require amputation if infection or widespread tissue death occurs.

### **Raynaud’s disease**

This is a disease, common to smokers, where the toes turn necrotic due to circulatory failure. Thousands of people undergo amputations due to this illness.

### **Babies born to smokers**

Babies born to smokers weigh 200 grams (about a half-pound) less than babies born to non-smokers; there is a decrease in length, size of the head and chest circumference with impaired intellectual, emotional and behavioral development. If the mother continues to smoke after the baby is born, the baby is more likely to suffer “Sudden Infant Death Syndrome” than infants born to parents who do not smoke.



## 2. GENERAL SESSIONON

All this valuable information is given either in the plenary session or in workshops. The plenary sessions are meant to be an interactive lecture to engage the youth, not a monolog.

## 3. WORKSHOP MODULES

Each workshop can ideally hold a maximum of 30 participants. Once a workshop is full, registration for that session is closed. The size is limited to allow ample opportunity for interaction among the presenters and the participants. The workshops are offered in various classrooms as long as there is an electrical outlet for the digital projector.

## 4. QUALIFIED PRESENTERS

Workshops are given by qualified presenters coming from the departments such as Health, Youth, Family, Education, Global mission and Public Campus Ministries.

## 5. FRIENDSHIP GROUP ACTIVITIES

Each friendship group will be asked to do learning activities, reflect on what they have learned, as well as engage in play, service, leadership and worship. Below is how friendships groups incorporate the Youth Alive Model, derived from iCOR.





## 1. REACH IN (POSITIVE RELATIONSHIPS)

### **Friendship Group Rules**

To develop trust, each Friendship Group needs to make a list of their own FG rules on a large paper, so there is inclusivity and ownership to the rules made.

### **Friendship Group Activities**

Friendship develops when people get to know one another in a setting of respect, involvement, and fun. Instead of “one-upping” another person, participants support one another. A team of co-leaders facilitates the Friendship Group through a flexible plan of activities. Friendship Groups meet multiple times during a Youth Alive conference. In FG there is “no put-downs.” Each person is valued as a child of God. By playing cooperatively, calling participants by their positive adjectives, fellowshipping with one another, whether that’s in the dining room eating together and getting to know one another better, or as they work together to perform their Friendship Group gifts in the form of songs, cultural dances or skits, they will know each other better, and will recognize the positive aspects of the members of their group. Then they will be ready to send “shout out” notes to others and post them on the “Shout Out Board”, the Post Office of Youth Alive. As the participants abide by the “Honor, Dignity and Respect” philosophy, a positive social environment is developed that makes the connectedness among the group easier. It is misleading to use the term positive social “alternatives,” because it is actually drugs and alcohol that are being used as alternatives by people who don’t know how to have fun naturally. We focus on positive social activities rather than “alternatives” that often turn out to be destructive.

## 2. REACH UP (SPIRITUAL GROWTH)

This is obtained through the devotionals and Friendship Groups consisting of 10 to 12 members, where activities nurture reflection on their spiritual journey and the participant’s spiritual growth.

## 3. REACH BEYOND (LEADERSHIP TRAINING AND EMPOWERMENT)

There are two co-leaders for the Friendship Group activities. The youth facilitators are expected to lead out while the adult facilitators support them. Ideally this team of co-leaders will also be the ones who start and lead a Youth Alive Club back home following the Youth Alive Conference.

## 4. REACH OUT (MISSION FOCUS AND ENVIRONMENTAL CHANGE)

This will be seen on Sabbath afternoon or other day as the participants participate in community outreach. The environmental change is especially seen in the Youth Alive local clubs conducted as the follow-up of the Youth Alive conference where young people promote healthy living in their community.

# GETTING COMFORTABLE AS FACILITATOR

**Session 4:** 30-60 minutes

## **Goal:**

To be comfortable in leading small colored-cluster groups using 4 or 5 pairs of adult and youth facilitators, and go through the various introductory activities

## **Rationale:**

By experiencing how to lead the colored-cluster groups, adult and youth co-facilitators will have more confidence in leading out the Friendship Group (FG sessions during the Youth Alive conference

## **Needs:**

1. Identification of co-facilitator pairs
2. PowerPoint slides
3. Youth Alive Participant Manual

## **Explanation:**

- Divide Adult and Youth facilitators into various colored-cluster groups
- Go through the introductory activities so that members of the colored-cluster group will meet each other in a relaxing way, and learn things in a non- threatening way
- Allow the members of the colored-cluster group to “connect their head with their hearts.” In addition to understanding, participants need to experience genuine feelings for one another.

## **Fundamentals of Group Dynamics**

Trust is the pacemaker in group growth. When trust is developed, people can communicate genuine feelings and perceptions of issues relevant to them. However, when the colored-cluster group is not working, it's usually because their members do not feel the situation is safe to share their feelings.

## **Criteria of successful Friendship Groups:**

1. A safe harbor is provided for Friendship Group members to trust one another during the conference.
2. A format is provided for Friendship Group members to talk and share about what is being learned.
3. While taking a risk cannot be forced, it is encouraged in the supportive environment developed through activities that build trust.

## **Meet your Co-Facilitator. Divide the Adult and Youth facilitators into two groups:**

1. Youth group (below 30 years of age) and adult group (30 years and older)
2. Line these two groups up side by side.
3. Pair the adult and youth co-facilitators for the assigned Friendship Group which will take place during the Youth Alive conference. They will then be known as the Friendship Group youth and adult co-facilitators of FG1, FG2, FG3, etc. Give special attention to pairing co-leaders who can function together during the Youth Alive Conference and also become co-leaders for a Youth Alive Club back home following the conference.

Then form various colored-cluster groups, consisting of 4 to 6 pairs of adult and youth co-facilitators per group. For example, the adult and youth co-facilitators of Friendship Groups number 1 through 6 will form the red cluster, while adult and youth co-facilitators of FGs 7 through 12 will form the blue cluster, and so on. Each cluster has one colored label and they will work together as a group throughout the one-and-a-half-day Facilitator Training on Tuesday and Wednesday morning. This way these various colored-cluster groups can compare notes on how the day went



and give support to their members. This collection of co-leaders in colored-cluster groups are the same size as the Friendship Groups will be during the Youth Alive Conference. They will function as practice groups for co-facilitators to experience what it's like to be in a Friendship Group and to see how they can lead their own Friendship Group for the conference.

### **Colored-cluster Group: Acquaintance Activities**

Form cluster groups to play a few introduction activities to get to know others, take small positive risks, and relax and just be yourself. (20 minutes)

- Name Toss (See Youth Alive Participant Manual, page 44)
- Name Alliteration (See Youth Alive Participant Manual, page 45)
- In the Parade (See Youth Alive Participant Manual, page 54)

Request the various colored-cluster groups to return to the larger group and process the game played. For example, "What did you learn?" Responses may include:

- "Hearing a person's name lots of times helps me remember it," which assists in knowing a person's name as a starting point for friendship.
- "I felt like I could take a risk when I saw others were doing it," which assists in being part of a positive group by following others who take positive risks.
- "People feel good when there is a positive adjective before their name," which assists in focusing on the positive traits of others.

### **Break into color-cluster groups again and do a second round of activities.**

- Mirrors (See Youth Alive Participant Manual, page 70)
- Line Up (See Youth Alive Participant Manual, page 68)
- Out of the Hat—Low Risk (See Youth Alive Participant Manual, page 98)

Request the various colored-cluster groups to return to the larger group and process the game played. For example, "What did you learn?" Responses may include:

- "Working as a team increased my involvement and fun," which builds a positive group spirit.
- "It seemed like barriers broke down when we had to accomplish the task by respecting each other in tight spaces that broke the safety bubbles we put around ourselves," which demonstrates both risk and respect.
- "I was surprised how I'm so similar to other people, and at the same time I'm so different," which builds a sense of togetherness and respect.

### **Building a Positive Group Climate**

Ask questions such as: "What makes us comfortable in a group?" "What needs must be met for us to feel trust?" "What are some of the things we need for a positive climate?" "The trainer needs to accept all the comments of the group. Don't stress about any comments you may not like; simply move to the next one. You might want to highlight or emphasize key comments the participants mention, such as positive qualities of being a good friend, like:

- Open communication
- Loyalty
- Honesty
- Speak for yourself
- Affirmation
- No put-downs
- Support others
- Confidentiality
- Active listening
- No killer statements
- Friendliness

## RECOMMENDED GROUND RULES FOR DISCUSSION

1. Speak for yourself. Use the word “I,” not “we,” “you,” or “most people,” etc.
2. You do have the option to pass, but you also have the responsibility to take risks.
3. Support others, by showing you understand and care about them.
4. Don’t make critical put-downs or “killer” statements.
5. Keep confidential what is shared in the group.
6. Listen when others are talking.
7. Be as honest as possible with yourself and the members of your group.
8. Have as much fun as possible, but play safely.
9. Expect unfinished business. Not all can be done in one group session.

### Cluster Group Activity: Development of Ground Rules.

Break into the various colored-cluster groups again and develop a written list of ground rules on a poster or placard, which needs to be posted at the site of each colored-cluster group meeting. (This allows the youth and adult co-leaders to practice facilitating a group when they conduct the Friendship Group sessions during the Youth Alive conference from Wednesday to Sabbath.)

## FRIENDSHIP GROUP DEVELOPMENT

**Session 5:** 3 hours

### Goal:

To learn practical techniques on facilitating group bonding, working together, and gain increased confidence in taking personal risks as leaders

### Needs:

1. A small ball such as a tennis ball or foam ball
2. Supplies for active group games during “movement interludes,” including Feelings cubes (one per Colored-cluster group).
3. PowerPoint slides
4. Youth Alive Participant Manual

### Friendship Group (FG) Goals

- Facilitate spiritual growth/development
- Learn the names of FG members
- Set FG ground rules in a way that the group has ownership and commitment to them
- Offer opportunity to discuss issues and personal concerns
- Help everyone participate
- Discuss what participants are learning
- Provide leadership opportunity and empower youth to lead
- Nurture mission and service as primary purpose in one’s life
- Explore ways the FG can become a new church plant in an unreached area
- Create a safe place for friendship
- Build connection through teamwork
- Create for play and collaborate games
- Foster emotional healing and healthy relationships

## IMPLEMENTING FRIENDSHIP GROUPS

As mentioned before, Friendship Groups are the most important activity in the program of Youth Alive. A Friendship Group is a small group that gathers frequently, giving time for youth as well as adults to relax and connect with one another. Some youth come from unhappy backgrounds, so the Friendship Group, especially in a local Youth Alive club, can truly become a positive peer support. It is a place where the participants connect with one another.

These groups are vital for a large gathering in order to provide interaction and intimacy for participants. These groups also form the glue for a Youth Alive Club back home following the conference.

### Steps to Build a Friendship Group:

#### Step 1. Set the Stage

#### Step 2. Create safety

#### Step 3. Watch energy levels

#### Step 4. Plan a flow of activities for group development

#### Step 5. Process activities for learning

#### Step 6. Facilitate connectedness among Friendship Group members

### Step 1. Set the Stage:

- Find a private place
- Keep the group size between 10 and 12 people, including the co-facilitators
- Sit in a circle so everyone sees one another
- Adult and youth facilitators sit across from each other (not next to each other)
- Everyone should be on the same eye-level
- Have a flexible plan for each Friendship Group session
- Have any needed supplies ready before the session begins

### Step 2. Create Safety

- Be mindful of physical safety
- Review the ground rules
- Use various low-risk activities in early session to increase comfort
- Support philosophy of "Honor, Dignity and Respect"
- Use various activities to promote connectedness
- Be mindful of emotional safety
- Help members feel accepted

### Step 3. Watch Energy Levels

Watch for signals of various needs and match the activity to meet the needs of the group. People have three basic needs that are usually demonstrated non-verbally:

- If there is a need for **information**, there are clear body posture changes. For example, be attentive, raise hands, body leaning forward.
- If there is a need for **movement**, then participants become fidgety or sleepy.
- If there is a need to **express self**, then staff will clear their throat, lean forward, or take a breath.



Introduce a few low-risk activities and allow 15 to 20 minutes to play these activities and process individually. The goal is to build group connections, not simply to complete the activities. Most activities build to a high point and then taper off. You want to stop an activity when it hits the high point, but you don't know for sure if it's the "high point" until you've gone past it and drop down some. It's better to stop an activity just before the high point rather than after it. This requires a sensitivity that might come only with practice. Here are some low-risk activities for your 15 to 20 minutes.

- **Ready to Roll—Low-Risk Dice** (See Youth Alive Participant Manual, page 99)
- **Clothespins** (See Youth Alive Participant Manual, page 83)
- **Human Top** (See Youth Alive Participant Manual, page 89)
- **Here's What I See** (See Youth Alive Participant Manual, page 95)
- **I've Never** (See Youth Alive Participant Manual, page 102)

Include some time to ask the members of the colored-cluster groups to share what they have experienced in this session. Point out elements that would be helpful when they lead their Friendship Groups later in the week.

#### **Step 4. Plan a Flow of Activities for Group Development**

There is a natural flow to building trust in a group. Learning a person's name and using it is a first step in developing friendship and trust. Icebreakers or low-risk activities are easier to engage in, especially as a group begins, than are medium-risk or high-risk activities. But the sense of closeness and intimacy comes after you've been through middle-risk or especially high-risk activities. Usually it's best to start with introductions (activities that help to learn names), and then move to icebreakers and low-risk Interactions. In general, males like physical activities and females like talking activities. Also, you can't force a group to build trust; you can invite and demonstrate trust through risk-taking and support. Following a physical activity, you may choose to debrief what the group and what individuals in the group experienced. If a group is ready to talk on deeper levels, move to those deeper levels. If they aren't ready to do so, return to lighter activities and try again later. You can't force the group to go deeper, and there's no way to tell how quickly your group will go deeper. Don't compare groups because each one is unique. Through participating in group activities, colored-cluster group members need to process what they have learned and begin to develop emotional commitment to a choice of staying drug-free. Involvement motivates toward commitment. The group facilitators can use several techniques to assist participation:

#### **A. Give permission to talk in a safe, structured way. Some ways to do this:**

- Toss a ball from one person to another. The person with the ball has the floor and can speak and then choose to whom to throw the ball next. Option: can use a pen/pencil as a "microphone" in a similar way.
- **Out of the Hat** (See Youth Alive Participant Manual, page 98) This game helps participants to share in a structured way. The round cards are low-risk. Put those in the hat and let participants pick their own to answer out loud to the group. After answering, you may choose to have others in the group share how they would respond. If you're ready to go deeper, change to the square cards for medium-risk questions. If you want to make this medium-risk less threatening, divide your groups into twosomes so you share with just one other person rather than with the whole group. You can later share some of your responses with the larger groups. When you are ready to go even deeper, use the octagon-shaped cards for spiritual questions and responses.

#### **B. As a facilitator, demonstrate what is expected by going first.**

#### **C. Facilitate group development through a flow of activities**





**INTRODUCTIONS:** Learning the names of people in your group is the first step in starting a friendship. This needs to be repeated in different ways until everyone in the group knows everyone's name. Repetition through various introduction activities is the best way to learn names.

**ICEBREAKERS:** These low-risk activities get a group going and are usually used at the beginning of a Friendship Group session when you want to get the group focused or when you need to take a break from deep sharing and lighten up a bit. Sometimes they are done simply for fun.

**INTERACTIONS – LOW-RISK:** These activities move a group toward trusting one another and sharing with one another. They are often physical, but also include a fair amount of conversation. When people don't know what to say, doing an activity can get them talking.

**INTERACTIONS – MEDIUM-RISK:** These activities invite participants to go deeper in trusting one another, and often involve more conversations and sharing about things that are personally meaningful.

**INTERACTIONS – HIGH-RISK:** The physical activity decreases, but the talking and sharing increases and deepens. It could be that one activity can set up 10 to 15 minutes of sharing. Don't rush into these activities or they will be wasted. When one person takes the risk to share something deep and personal, it often opens the door for others to begin to share on deeper levels as well.

**ENDINGS:** Allow 5 to 10 minutes of the FG slot to bring the session to a close, helping members to think about what they have learned and its application, and to pray for one another in order to enhance the group's closeness.

**These six categories can be broken into the following three segments for each FG session:**

**OPENING:** Use these activities to start a group. The first few sessions you will want to use Introductions activities so everyone can learn the names of the others in the FG. Once everyone is comfortable with others' names, use Icebreakers to start your FG session or when you want to focus the group on a task. Icebreakers can also be used as low-risk Interactions.

**WORKING:** Use the various levels of "Interactions" (low, medium, and high-risk) to move your group from getting acquainted to bonding as a group and learning to trust and depend on one another.

**CLOSING:** To signal the close of your FG session, do an activity that signifies completion. Sometimes it's helpful to have a more light-hearted finish for a FG to transition from a deep conversation at the close to leaving the FG session and interacting with other people not in their FG. Break into colored-cluster groups and select some more low risk Interactions until the group feels free to share. Suggested low risk Interactions:

- **Human Top** (See Youth Alive Participant Manual, page 89)
- **Over, Under, Through** (See Youth Alive Participant Manual, page 91)
- **Personal Coat of Arms** (See Youth Alive Participant Manual, page 100)
- **Impulse** (See Youth Alive Participant Manual, page 96)
- **Three Truths and One Lie** (See Youth Alive Participant Manual, page 92)

## Step 5. Process Activities for Learning

Just because people participate in activities doesn't guarantee they think or experience things on a deeper level or feel a sense of group bonding. Even if they do experience some bonding, they might not have the words to describe their experience. Talking things through (debriefing) can provide deeper awareness and understanding, as well as provide some handles for participants to hold onto as they grow and learn. This is more of an art than a science. Consider three broad strokes or categories when it comes to processing or talking about what you experienced in Friendship Group activities.

**1. What?** This is about what you actually did. It can be described through observation. Don't move to deep sharing immediately. Start with the observable descriptions. By getting out lots of this information, you will have more to discuss when you get to the next level. The kinds of questions the co-leaders should be asking participants in this first category include things like:

- What did you observe? (The more details, the better; and from different people)
- Tell me in more detail what happened.
- What did this look like from your perspective?

**2. So What?** This is the deeper level that some are quick to go to, but you need to wait until most of the group has gone through the first category of what they physically observed before you go to this deeper level. But you do want to go here! This has to do with what is going on inside of a person. Keep in mind that just because something was going on inside of one person doesn't mean the same thing was going on inside another person, or that another person is willing to admit it. Each person must answer for themselves. This might be a new experience for many, and it can be threatening. Only when a person experiences adequate trust will they share on this level. They may need some coaching if they aren't accustomed to talking on this level. Questions in this second category include things like:

- What was going on under the surface?
- What does all of this mean?
- Tell me about the feelings you experienced.

**3. Now What?** This takes the current experience and moves it beyond the immediate to an application to other areas of one's life. It's one thing to experience something in a group, but it's a quantum leap to take that and use it in other arenas. This is how people internalize values, attitudes, and begin to repeat positive actions. By applying their experience to other parts of their lives, people live more integrated lives. This third category of application includes questions like:

- Where do you see these kinds of things happening in real life?
- How would you apply this in other situations in your life?
- What do you need to celebrate or what do you need to change as a result of what we've discussed?

Return to your colored-cluster group. Try an activity that introduces some working level and then take some time to process the experience. Choose from the following activities:

- **Trust Walk** (See Youth Alive Participant Manual, page 124)
- **Picasso** (See Youth Alive Participant Manual, page 120)
- **Under the String** (See Youth Alive Participant Manual, p. 115)

Process the activity by asking:

"What?" category questions.

"So What?" category questions.

"Now What?" category questions.

## Step 6. Facilitate Connectedness Among Friendship Group Members by accepting others' feelings and imperfections.



**1. ACCEPT FEELINGS –IN** The co-facilitators should model acceptance of feelings (review the five basic feelings – Mad, Sad, Glad, Afraid, Ashamed). Remember Friendship groups are not therapy groups. You are to create a safe harbor; don't try to do counseling or therapy. Deal with the issue by a "Three-step needs method.

**A. Identify your own feelings** (mad, sad, glad, afraid, ashamed) as the members share their experience. For example, "I feel angry that you are treated that way."

**B. Tell the group what your needs are.** For example, "I need to continue with our group discussion; can we talk later?" Or if the case needs to be referred to the Tender Loving Care (TLC) counselor, then the leader will say: "I need to talk to you after this session!" and bring him or her to the TLC counselor after that.

**C. Ask what the need is.** Usually they need reassurance that you care and are willing to listen and give them support. If their need goes beyond what you can supply, then this is a signal to get professional help, such as that of a TLC Counselor. (This is a good time to introduce the conference TLC Counselors)

**2. ACCEPT IMPERFECTION.** Vulnerability permits connectedness to take place. In other words, connectedness is facilitated if each person is willing to make themselves vulnerable, sharing their imperfection to others. However, defensiveness blocks learning and personal growth. The leader should always go first to model this activity to make himself/herself vulnerable by sharing his story of imperfection to the group and invite the participation of others. Allow them to discover who you are based on your insights and feelings expressed. This will help them feel safe in expressing themselves to the group.

Return to your colored-cluster groups and choose from the following activities and process them personally before returning to the large group to process them as a large group. Or you may choose to process them in your colored-cluster groups first and then report to the larger group.

- **Group Charades** (See Youth Alive Participant Manual, page 114)
- **Highs and Lows** (See Youth Alive Participant Manual, page 141)
- **I'll Bet You Didn't Know** (See Youth Alive Participant Manual, page 110)
- **Give and Take** (See Youth Alive Participant Manual, page 150)

Return to the larger group and process the activity using the technique of debriefing (What? So What? and Now What?).

# PLANNING FRIENDSHIP GROUP SESSIONS

## **Session 6:** 2 hours

**Goal:** To integrate principles of the group dynamics with practical ability to plan appropriate Friendship Group sessions for the Wednesday-to-Saturday conference, and to assist youth and adult co-facilitators in building a positive working relationship in preparation for sharing group responsibilities, and to prepare co-leaders to become Youth Alive Club leaders back home following the conference.

**Needs:** Youth Alive Participant Manual PowerPoint slides

### **Remember the criteria of a successful Friendship Group:**

1. It provides a safe harbor for FG members during the conference
2. It creates a format to talk and share what is being learned and for the youth and adults to be connected

Therefore, in choosing activities, do not try to push the group too fast. Let them move at their own pace. If the Friendship Group is not connected, do not be afraid to move back to a low-risk activity. Be flexible and ready to move on to different activities.

The key is to go into each session with a plan and a “grab bag” of extra activities which you can use. If one activity doesn’t fly, try another one. This enables you to meet the changing needs of the group. For instance, after a sharing activity such as “Out of the Hat” (medium or high risk), often the participants regretted sharing something. The tension can be reduced by doing a “relaxing” game such as “Grab It” or “Group Juggling” in order to return to the bonding that was experienced earlier.

### **Problem Solving**

1. Late FG member

Do not make latecomers feel unwelcome. An appropriate gentle reminder will do.

2. Reluctant participant

Talk with the person separately, perhaps they need referral to the TLC Counselor.

3. Disagreements between co-facilitators. Discuss it with honor, dignity, and respect. Listen for meaning and not only words; learn to negotiate.

4. Interruptions

Remind the group of the ground rules. Have signals between co-facilitators who sit across from each other. For example, scratch your head or arm, if you want more assistance.

5. One of the participants presents a major past problem.

Gently ask, “How can this FG help now?” Support may be the main thing you can offer. Demonstrate Christian values.

### **Making a Partnership**

Ask the youth and adult co-facilitators to find each other and sit together for this last part. Don’t get trapped in youth-adult stereotypes! Work with your co-facilitator. Encourage the adult co-facilitator to introduce the “game” activities and the youth co-facilitator to introduce the “working” and higher risk activities.

Always ask yourselves, “How did we do...?” Your rapport and positive interaction will make for an effective group. Your relationship needs to thrive for the group to thrive! And your relationship needs to thrive in order to co-lead a Youth Alive Club back home following the conference.



## Planning Together

The next 1 to 1½ hours will be spent in planning your actual Friendship Group sessions, for the Wednesday to Saturday conference. The FG session is planned by FG1, FG2, FG3, etc. (two by two, youth and adult facilitators paired together, and not by colored cluster groups). Plan for at least the first two Friendship Group sessions. You will probably need to make some adjustments after each FG session based on what your group experienced, where they are in their group development, and where you would like to take them in the next FG session. Please refer to the following “Suggested Outlines for Friendship Group Sessions.”

## Suggested Outlines for FG Sessions

**Note:** The following are only suggestions. Each co-facilitator team is responsible to develop their own plan for each session and be flexible to accommodate the need of the participants, to talk about what is happening in their minds and hearts.

### FG Session #1

Opening: “Name Toss” (See Youth Alive Participant Manual, page 44)  
“Name Alliteration” (See Youth Alive Participant Manual, page 45)

Working: Friendship Group purposes

Ground rules development (use poster board)

“Electricity” (See Youth Alive Participant Manual, pages 63)

“Snap, Crackle, Pop” (See Youth Alive Participant Manual, page 64)

“Mirrors” (See Youth Alive Participant Manual, page 70)

“Three Truths and One Lie”

(See Youth Alive Participant Manual, page 92)

“Human Spring” (See Youth Alive Participant Manual, page 72)

“Clothespins” (See Youth Alive Participant Manual, page 83)

“The Shout Out Story” (See Youth Alive Participant Manual, pages 105-106)

Explain Shout Out notes.

Note: Try to post a shout out note for each member on the shout out board today.

Closing: “Cinnamon Roll” (See Youth Alive Participant Manual, page 152)

### FG Session #2

Opening: “Instant Replay” (See Youth Alive Participant Manual, page 44)

“Knee Bop” (See Youth Alive Participant Manual, page 48)

Review ground rules.

Working: Discuss speakers and activities. Any questions or comments?

“Human Knot” (See Youth Alive Participant Manual, page 66)

“Keep It Up” (See Youth Alive Participant Manual, page 72)

“Out of the Hat” (low-risk)?

(See Youth Alive Participant Manual, page 98)

“Here’s What I See” (See Youth Alive Participant Manual, page 95)

“Group Charades” (See Youth Alive Participant Manual, page 114)

Closing: “Popcorn Prayers” (See Youth Alive Participant Manual, page 153)

### FG Sessions #3 - 5

Opening: Choose a couple of Introductions or Icebreakers from the Youth Alive Participant Manual. It’s okay to repeat a previous activity if participants especially enjoyed it and would like to do it again.

Working:

Choose Interactions that are low-risk, medium-risk, or high risk according to the level of risk your group is ready to proceed. Be sure to do some processing after some of these activities. See the Youth Alive Participant Manual for ideas and descriptions on how to use them and the materials needed (if any).

Practice Friendship Group gift, a presentation for Saturday night. Suggestion: Use candle for FG Session #5 and make the "Tell Your Spiritual Story" as your Working Game. Using candles will heighten focus and allows emotions to surface.

These are potentially High-Risk Interactions, so choose according to the group's readiness.

Closing: "Hands In" or "Quaker Questions."

## **FG Session #6**

Opening: What happened today that was special to you?

Working: (Discussion of questions derived from Sabbath School Lesson)

If you have more time, you can have the following activities:

'I've Never' (See Youth Alive Participant Manual, page 102)

'Q4U Cards' (See Youth Alive Participant Manual, page 127)

"Who? Where? What?" (See Youth Alive Participant Manual, pages 122)

Discuss: How have drugs/alcohol affected your life? Your loved ones' lives?

Discuss: How has the Youth Alive program enhanced your relationship with God?

What's the first thing you're going to do when you go home?

Closing: Group's choice

## **FG Session #7**

Opening: Discuss the ending of the conference

Working: Rehearsal for Friendship Group Gift presentation

Choose one of the closing/working exercises to produce a memento of the FG.

Many groups like to exchange addresses in preparing such a memento:

"Keepsakes" or "Give Me a Hand" or "Brown Baggin' It"

(See Youth Alive Participant Manual, pages 157 & 139)

Closing: Group's choice – "Yarn Spinning" or "I Saw Jesus" are good options. (See Youth Alive Participant Manual, page 154 & 158)

**NOTE:** Be sure to modify this outline to fit the group and its readiness stage. Plan with your co-facilitator, keeping in mind the kind of activities you will play for each session. Have more activities planned than you think you will need and agree as to who will lead which activity. Both co-facilitators should write Shout Out notes for each member of your FG group.

**FG Number Placards.** A small poster/placard with your FG number on it will be given to you to hold up after the Get-Acquainted Games.

## **EVALUATION AFTER EACH FRIENDSHIP GROUP**

Please evaluate yourself by asking the following questions:

- What did I do that was effective?
- What did I do that was not effective?
- How do the co-facilitators feel about the group?
- How do the co-facilitators feel about each other?
- What will we do in our next FG session?

# THE ADULT ROLE



**Session 7:** 120 minutes

**Goal:** To assist adult facilitators in becoming comfortable and confident in their role as partners with youth co-facilitators and to answer their questions and give them opportunity to get in touch with their feelings through expressing them. The Youth Alive Conference is to be a catalyst in a large-group setting to commit to being part of a Youth Alive Club back home in a small-group setting with regular gatherings so the principles of Youth Alive become integrated into daily living rather than just at one, large-scale conference.

**Needs:**

1. PowerPoint slides
2. A private place where adults meet while youth staff is exposed to the various FG activities

**Overview of Adult Role:**

Without adults the Youth Alive conference and local club will not survive. This is KEY to a successful program.

**Adults must be:**

- Committed to Christ
- Willing to coach and not impose authority
- Flexible; able to think like a youth
- Young at heart
- Able to draw lessons from experiences
- Appreciative of youth activity
- A listener and observer more than a talker

**Adult Readiness:**

Provide shout out note papers to adult facilitators and give them opportunity to write 10 or 12 general shout out notes for their own FG without writing names on them. Then after the first FG session, insert the FG members' names on the notes, so by the end of the day, each member in their FG should receive at least one shout out note from the adult co-facilitator. A conference participant should at least get a minimum of two Shout Out notes throughout the Youth Alive conference (those would be from the adult and youth co-facilitators of their FG). The more shout outs they receive, the more connected they will be to their Friendship Group.

**Overview of the Need for the Adult Role and the Research on Resilience**

What has changed in our youth today? More youth are having sex than ever before. Why are the sexual urges different than in years past? What appears to be promising in the area of preventing harm and danger amongst our youth? What about the internet, social and video games? Technology has brought an entire new challenge for the health and well-being of youth.

# SAMPLE OF YOUTH ALIVE LOCAL CLUB MEETINGS

Below is a 10-session model for a Youth Alive Club in a church, school, or neighborhood. This could be done at the start of the school year. For those who start school in September, this could last until the Christmas holiday season when a group might naturally take a break from their weekly gatherings. Another 10-week season could begin after the start of the new year, meeting in January through early March, and then taking another break. Consider the cycle and flow of a young person's life where you live. Don't think in terms of meeting each week from now until Jesus returns. Think in blocks of 10 weeks and 10 sessions at a time; take a break; then start again.

## 10-SESSIONS FOR A WEEKLY YOUTH ALIVE CLUB

### REACH IN: FOSTERING RELATIONSHIP (SESSIONS 1-3)

#### Session 1: Connecting

##### Activities:

- Instant Replay (page 44)
- Name Toss (page 44)
- Electricity (page 63)
- I'd-Like-to-Get-to-Know-You cards (page 108)
- Shout Out Notes (page 105)

##### The Youth Alive PURPOSE is to

- Invite
- Involve
- Invest in, and
- Envision

##### Young people to connect:

with God  
with others, and  
with life.

Based on the foundational belief that Jesus Christ created us, loves us, redeems us, lives in us, and will return for us, our response is to accept both the gift of salvation AND to live for Christ right now in all things as our purpose in life. "Youth Alive" encourages and equips young people to proactively make positive, healthy choices for life each day.

##### The Youth Alive has four main ways of doing this. They are:

- Reach IN (foster relationships)
- Reach OUT (promote mission)
- Reach UP (nurture spiritual growth)
- Reach BEYOND (cultivate empowerment)

Our first few weekly club meetings will focus on the first main way of making positive, healthy choices for life each day. This session our focus is on "connecting" which is part of "Reach IN (foster relationships)." Connecting involves both connecting with one another, as well as connecting with God. Connecting doesn't necessarily happen automatically.

Often it requires that we take steps to get acquainted, develop trust, take some calculated risks, and follow through. The activities we did at the beginning were for the purpose of connecting with one another.

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. See <http://iCOR.church/value/caring>)



**Show the iCOR video clip “Connecting.” Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- When have you experienced a loss of connections?
- Who do you go to when you need someone you can count on?
- What does it take to really trust someone?
- Do things change if it’s a crisis?
- How strong and open is your connection with God?
- How can you be the type of person others will connect with?

**Show the rest of the video. Choose your own questions, or use the following:**

- How strong and open is your connection with God?
- Who are the top three people you would reach out to if you need someone?
- How can you be the type of person that others will connect with?
- What limitations do you have that might prevent connecting?
- How does God connect to you?

The Youth Alive Club seeks to connect people who want to connect with God, with others, and with life. Ask yourself how well you are doing in each of these three areas.

Give a rating for each, from 1 to 3, with 1 being not very connected; 2 being connected to a so-so degree; and 3 being really connected. Reflect and discuss why this might be.

1. Connected with God
2. Connected others
3. Connected with life

How do these three relate to each other?

Wrap up with an affirmation of each person in the group, and an invitation to invite a friend who is not present and who might be interested in connecting with this Youth Alive Club.

Final activity: Hands In (p. 158)



## Session 2: Caring

### Activities:

- Alphabet Line (page 62)
- Sweet (page 49)
- Snap, Crackle, Pop (page 64)
- Friend or Foe? (page 52)
- Shout Out Notes (page 105)

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Last week we focused on connecting as one of the key values for a Youth Alive club. And we did some activities to connect with one another. Do you remember any of those activities? (Solicit feedback). For some of you, this might be your first Youth Alive club gathering. Welcome! Have any of you started to do any connecting in this session?

When you do stuff with others, connecting often happens. This is especially true when you are working toward a common goal. When you experience success, the connecting becomes turbo-charged. We hope that you feel some connecting, and that it increases each time you're a part of a Youth Alive club gathering.

We also mentioned that we achieve the purposes for Youth Alive in four main ways (reach IN, reach OUT, reach UP, and reach BEYOND), and the "connecting" value started by reaching IN. But we'll want to connect in the other directions as well (OUT, UP, and BEYOND).

Our key value for today applies to all four directions, but we'll give special emphasis to reaching IN (relationships). That key value word is "caring." While this may be a simple concept, it can have several angles and perspectives to it. Let's get into groups of two and answer two questions (help facilitate getting people into groups of two. If necessary, you can have one or two groups of three, but try to keep it in groups to two so both need to participate.)

Let's have the person who is taller respond to the questions first. Here are your two questions:

What does the word "caring" mean?

What are some ways people show caring?

(Give participants 30 to 60 seconds for the taller person to respond, then announce, "Switch" so the shorter person gets an equal 30 to 60 seconds to share their responses to the same two questions.)

Bring the twosomes back into the full group and have some feedback time with participants sharing with the larger group what they talked about in twosomes.

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. See <http://icor.church/value/caring> ).



**Show the iCOR video clip "Caring." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- On a scale of 1(low) to 10 (high), how caring are you in general?
- Name three people you care about? Name three people you don't care about?
- What are three things you care about? What are three things you don't care about?
- When do you need someone to show care for you?
- If God is supposed to care for us, why do things get so bad sometimes?
- What role do/could you play in demonstrating God's care?

**Show the rest of the video. Choose your own questions, or use the following:**

- Are you more like the older lady or the young lady in the video?
- Are you more like the older lady or the people who stayed in church?
- What did the older lady say to show she cared? What did she do?
- Of all the people you saw today, who could you have shown more care?
- Why would/should you do that?

The Youth Alive Club seeks to be and promote caring people. For some, our motivation comes from others who were caring toward us. We're just passing on what we have received. But the original and ultimate source of caring comes from God. He demonstrated his caring by coming to this earth in the form of Jesus Christ and dying for us so we could live with him forever, starting right now. How we live now reflects these Christlike values, such as caring.

Because Jesus cares for people, we care about people. In fact, we will go out of our way to demonstrate our care for people we might not even know, as well as those we do know. We do this by remembering how much God cares for us and recalling that God calls us to demonstrate His care to others. Some demonstrate care for others instinctively, and others must work to see opportunities to show care. Which type of person are you?

Take a minute to silently reflect on people you know or who you've seen who need our caring words or touch. Ask yourself how you can show care to the people who came to your mind. When can you show them you care? Let's talk about what came to mind as you reflected about people you need to show more care for. For the sake of privacy, if the person or persons you focused on are known to any in this group, don't mention their name.

**Stand in a circle with arms around the people on either side of you. Close with a prayer, such as:**

Dear Jesus. You demonstrated God's care for us 2,000 years ago by dying for us. And You show it today by sending Your Holy Spirit to show and motivate us to show God's care right now.

Bring it to our attention, give us the motivation, courage, and conviction to demonstrate caring to others. It's awesome to be able to be Your hands and feet, Your heart's embrace, Your ears and Your spokesperson, to share Your smile and Your tears with others. Please go with each of us now. We ask for all of this in the name of Jesus, amen.

## Session 3: Participating

### Activities:

- Acronyms (page 49)
- Stand Up (page 65)
- Lap Sit (page 69)
- Rhythm Hunter (page 78)
- Shout Out Notes (page 105)

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- Reach UP (nurture spiritual growth)
- Reach BEYOND (cultivate empowerment)

Last week we focused on caring as one of the key values for a Youth Alive club. We thought of people to whom we could show caring. In the past week, who showed you some caring? And to whom did you show some caring? (Divide into twosomes and share for about a minute. You may choose to open this to sharing in the larger group.)

This week our focused value for our Youth Alive club is "participating." We're encouraging this as we Reach IN, but this is another example of these Youth Alive values extending in multiple directions rather than being limited to only Reaching IN.

What this means when we Reach IN is that we need full participation by everyone. Sometimes we make the mistake of thinking the people who are up front or who talk a lot or who carry lots of influence are the ones who should be doing everything. But in a Youth Alive club everyone has a part to play. Sometimes our part is listening; other times it's talking. It might mean taking action or requesting help. Participating means that when we think of a friend who might benefit from Youth Alive, we step up and invite them to join us and experience participating in an experience with people who connect and care.

Instead of expecting an expert to do what we can do, we jump right in. Rather than coming to be entertained, we come to participate. Sometimes participating is exhilarating or just plain fun; at other times it can be intense or, yes, even boring. But participating is necessary to make and develop relationships. If you stay on the outside for fear of the unknown, you won't experience relationships that really matter. Are you ready to jump in and participate? Let's try it with a challenge.

Do the activity "Human Knot." Start with groups of four (which is really easy). Then try it in groups of eight (this can be easy or hard; just try it). Then try with 10 or 12 people. This can get very difficult. This activity might test how long a person is willing to participate. In order to debrief the experience afterward, you'll need to be observant and later draw out the observations of others and not just urge the youth to participate. Emphasize that you are experiencing and testing the Youth Alive value of "Participating."



**Debrief the activity after you've done it. Debriefing includes three types of questions that are progressive:**

1. What? (What happened literally, physically)
2. So what? (What happened symbolically; what was happening deeper?)
3. Now what? (How would you apply this to other areas of life?)

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/>).

**Show the iCOR video clip "Participating." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- Are you more likely to jump into an activity or wait for someone to invite you to participate?
- Why do people ask you to participate? Why might they not ask you to participate?
- Are your friends more likely to participate in a party or a church service? Why?
- When do you invite someone to participate? What is their response?
- What do you do with someone you don't want to participate?
- Which is more important to you: Participation or performance? Explain.

**Show the rest of the video. Choose your own questions, or use the following:**

- When have you found "Participating" to be rewarding?
- When have you been surprised by somebody's participation?
- Is your view of God one that has God participating or not participating?
- Why do people participate? Why do they choose not to participate?
- Who is allowed to participate in our Youth Alive club? How do they know?

It's not that performance doesn't matter; it's just that participating matters more. When you think about it, who comes to mind when you think about people who would value participating in our Youth Alive club? Will you invite them to join us for our next gathering?

Sometimes your participation may seem to slow down or impede a group in trying to reach their goal. At other times you might be the very person others need to reach their goal. Let's experience this in a simple game called "Over, Under, Through" (see page 91).

If your group has less than 10 people, play the game with just one group and race against the clock. If you have 10+ people, make it two groups competing against each other. Debrief the activity from the perspective of the value of participating. Close with the activity "Cinnamon Roll" (page 152).

### Session 4: Worshiping

#### Activities:

- Roll It Out (page 50)
- Moving to the Truth (page 67)
- Grab It (page 84)
- Personal Coat of Arms (page 100)
- Shout Out Notes (105)

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Last week we focused on "Participating" as one of the key values for a Youth Alive club. That fits nicely with our key value this week: "worshiping." What comes to mind when you hear the word "worshiping"? (Solicit responses from the group. You may prefer to have them share in groups of 2 or 3 people before discussing it as a whole group.)

When some people think of worshiping they automatically think about church or a religious environment. For others, it's not just a place, but also a specific time. This segregated perspective of worship ignores how often we worship and the tremendous varieties of forms our worship takes. Let me explain it this way: A number of people have concluded that humans were made to worship; the only question is what they will worship.

Think of the devoted sports fan who watches games, has a favorite team, purchases team apparel and souvenirs. The same could be said of how some people react to certain movie stars or music stars. Some people worship their work, and others worship their family. Who or what grabs your attention, your investment, your admiration, your heart? That is what you worship.

Worship has to do with honor, what you highly value, and even what you adore. And the more you invest—whether it's time or money—the more you worship. But when disappointment comes, or something else garners more interest for you, your worship may be redirected.

At times of transition, like graduation, the start of a school year, moving to a new location, falling in love, a family crisis, a major achievement—any of these can readjust your worship.

Think back to your "Personal Coat of Arms." The things you chose for those quadrants might be what is close to your heart. They may even indicate who or what you worship. In our previous Youth Alive club meetings, we focused on Reaching IN with "Connecting, Caring, and Participating." If worship is Reaching IN, that would simply be self-worship. We now broaden our values to Reaching UP with our worship. Going beyond

ourselves, we look for someone bigger and grander than we are. And we purposely direct our worship and admiration to a Supreme Being.

For Christians, that is God—best known in the form of Jesus Christ. In addition to Christ's death on the cross, those who worship Jesus also worship Him because He created our world, because of His life on earth, and His promise to return to earth and take His children—us—home to Heaven. Timewise we would say He is the Lord of the past, the present, and the future.

Those who grow up worshiping the way their parents taught and modeled might feel like they are worshiping their parents' god, but not their God. Until Jesus becomes real to you, especially once you have come of age and are thinking for yourself, it might be difficult to worship wholeheartedly because you just don't have the admiration or even the honor for God whom you've accepted as your own.

Sometimes it's hard to describe or discover God. Let's try this with an activity. It's called Picasso (Participant Manual, page 120). We'll need to get in rows with four chairs lined up one behind the other. I'll show a geometric design to the person sitting in the back of the four chairs. That person will use their finger to draw the geometric image on the back of the person sitting in the seat directly ahead. That person will draw on the back of the person in front of them what they felt was drawn on their back. This continues until the person in the front draws on a piece of paper the geometric design. This can then be compared to the original geometric design to see how difficult it can be to communicate what the first person sees to what another person feels. Could this be something like passing along worship?

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/>).

**Show the iCOR video clip "Worshipping." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- Do you attend church? If so, why? If not, why not?
- What/Who do you worship?
- Is it possible to worship someone or something without realizing it?
- Is your worship limited to a certain place and time?
- Where does it seem there is a God much bigger than you?
- To what extent do your friends influence your worship?

**Show the rest of the video. Choose your own questions, or use the following:**

- What are some of the different places where you worship?
- What are some of the different ways you worship?
- How often do you worship? Once a week? Each day? Irregularly?
- Do you worship like your parents? Do your parents worship like you?
- What makes worship meaningful to you?

After Jesus returned to heaven, He said He would send His Holy Spirit to be with believers, and actually live inside of them. It's like having Jesus inside of a person. Sometimes people will say, "I saw Jesus in you when . . ." Have you seen Jesus in somebody else? If so, describe it. How would you finish the sentence, "I saw Jesus in you when . . ." and to whom would you say it? Close with statements of thanks for Jesus revealing Himself to us today.



## Session 5: Teaching

### Activities:

- Mirrors (page 70)
- Knee Bop (page 48)
- What Did You Say? (page 71)
- Human Knot (page 66)
- Shout Out Notes (page 105)

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Last week we focused on "worshiping" as one of the key values for a Youth Alive club. Our key value this week is "teaching."

When it comes to teaching, most young people think about school and taking subjects such as algebra, history, English, or biology. Teaching is what the person in the front of the class does, and those sitting in their assigned seats are supposed to listen and learn. The person in front is the expert and those at their desks are the ones who need to learn.

Wouldn't it be great if we could just open a little spot at the top of our heads and pour in the information? We wouldn't have to go through the boring discipline of memorization and trying to pick out what the teacher will test us on, because it will be in our brains already, like a computer download.

According to educators<sup>7</sup>, most people only retain 20 percent of what they hear. Yet that is the most common way teachers teach. Amazing! If we add some visual to the spoken word, like a living illustration, people will retain about 40 percent.

In contrast, people will retain about 80 percent of what they do, such as participating through involvement on a hands-on experiment or getting out of the seat to participate in an activity like we often do with the Youth Alive gatherings.

It may take longer than just dumping information from a jug to a mug, but we all learn more when we use more visual illustrations and participatory activities in the teaching-learning experience.

Teaching isn't limited to a classroom setting. It happens throughout life, especially for those who desire to learn. Hopefully teaching takes place in our Youth Alive club, even though this isn't a class.





Nor is teaching limited to information memorization. Learning how to apply information and to analyze and evaluate are certainly important parts of learning so you can use the information in life rather than just spitting it back on a test at school. Taking several things you've learned and synthesizing them into how you will live based on what you've learned also illustrates more than an information dump.

Another element of teaching that most young people don't consider is that they are also teaching others. It might not be in a formal way like standing in front of a class and speaking information. It happens in conversations at lunch, playing sports, participating in social media, and being a role model for others who look to you, even though you might not be aware of it. And the surprising component is that when you teach others, you learn much better yourself. In other words, if you really want to learn, try teaching!

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/>).

**Show the iCOR video clip "Teaching." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- How is your attendance at Sabbath School or church similar to school? How is it different?
- Do you know how you learn best? Is it through hearing, seeing, or doing?
- When are you teaching even though you might not be in front of a class?

**Show the rest of the video. Choose your own questions, or use the following:**

- Who are your favorite teachers? What makes them your favorite?
- Why would you need teaching at your church?

What is taught? How is it taught? Why is it taught?

Have you learned everything you need to know for your life? When you graduate will that mark the end of your journey? Even when people graduate from school and begin their first job, they have to go through "on the job training" for their specific work. That means more teaching!

If you feel you have nothing more to learn, if teaching is just something from the past, you'll soon become obsolete, even if you knew a lot at one time. As Harvard University president Eric Hoffer stated, "In times of change, the learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists."<sup>8</sup>

Keep putting yourself into situations where teaching—and learning—takes place. Then, seek to teach others for their benefit, and you will really learn what you seek to teach.

There is a sample of reflections suitable to be used in small groups.<sup>9</sup> You may use these questions or other you choose to close your Youth Alive gathering on "Teaching. (See footnote)." <sup>10</sup>

7. Knowles, Malcom. *The Modern Practice of Adult Education*. pp. 43, 44.

8. <https://crisbeswick.com/generation-z-rebels-with-an-innovation-led-cause/>

9. [https://www.fgcquaker.org/system/files/cloud\\_attachments/Sharing%20SD%20with%20your%20MM%20or%20YM\\_0.pdf](https://www.fgcquaker.org/system/files/cloud_attachments/Sharing%20SD%20with%20your%20MM%20or%20YM_0.pdf)

10. <https://www.fgcquaker.org/spiritual-deepening/library/silence-and-expectant-waiting/making-listening-mural>

## REACH OUT: PROMOTE MISSION (SESSIONS 6-7)

### Session 6: Serving

#### Activities:

- Human Top (page 89)
- Over, Under, Through (page 91)
- Group Juggling (page 97)
- Trust Fall (page 107)
- Shout Out Notes (page 105)

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Last week we focused on teaching as one of the key values for a Youth Alive club. That has to do with learning and teaching. And we identified that teaching limited to just speaking words is effective for only a minority of people. More people learn from participating, and even more learn from visual teaching that make the element being taught something that the learners actually learn. And the most learn from actually doing, seeing for themselves how to apply the principles that the teacher has introduced to them. This session we're going to focus on the core value of "serving." It's part of the "Reach OUT (promote mission)" way Youth Alive clubs connect with God, with others, and with life. It sounds nice and might be popular for those who want to make a difference, but let's admit that it doesn't appeal to everyone.

Is serving just something for those with a bent to compassion to do life their own way, or is serving for everyone? We all start life with a strong bent for serving ourselves, not others. You probably have no memory of your first few years of life, but those who knew you could tell you (or you can observe babies for yourself today). If a baby doesn't get food when they want it, someone's going to hear about it! If the baby is uncomfortable in some way, expect crying until the need is taken care of. You won't ever hear a baby say, "Let me give my food to someone else who might be hungrier than I am."

But at some point, we're supposed to change the natural selfishness we have, and that has been reinforced, and replace that with just the opposite: Serving others. How is that even possible?

Parents can model and also explain this to their children as they grow and develop during childhood. But a child's brain still doesn't "get it." The child might go with the parents to feed the homeless, but most probably wouldn't come up with that idea themselves.

The child's willingness to serve might be simply a response to obeying their parents who took them to feed the homeless. It would become even more difficult if the child had to give up their own food in order for someone else to eat.



Think of what happens at a church potluck and who rushes to be the first in line to get what they want before somebody else takes it. Some adults know how this works, so they go to the dessert area and take what they want there since that's what's most important to them.

Serving counteracts our natural selfishness—something we're born with and the way we do life for the first few years. But it pops up in ugly ways throughout life. Serving helps the one who does the serving by becoming part of a bigger world than just one's own little life.

And here's the surprising bonus: When you serve others, you benefit yourself! That's right! The way God set up the universe, it's those who serve that benefit the most. This doesn't even take into account the benefit for others through serving. The law of the universe is serving.

There are many examples in the world and in human relationships. When trees blossom, the bees take the pollen to make honey, but in doing so, they also pollinate the trees. When people pick flowers to give to someone else or to brighten their own space, the plants grow new flowers that they wouldn't grow if they had not "given" their flowers. And the church potluck also can provide a positive example by serving others, and then receiving food that you didn't even prepare or provide.

But if you serve others, won't that decrease your own resources like money and time? Again, that's the counter-intuitive thing. It is by serving that receive! In fact, the truly selfish person would actually receive more if they would give more! But just try convincing them of that.

But there are some deeper questions than just serving. Let's return to the homeless person.

If you feed the homeless person once a year or even once a week, what will that person do all the other days of the year? Instead of the quick fix of providing one meal, what can be done to change the system, so the homeless person can function on their own? And what if the homeless person wants to remain homeless? Those are deeper questions that require increased involvement. Young people, especially in their teens and 20s, often have an idealism that leads them to think they can change things. Hallelujah! They can. And they should. What can your Youth Alive club do to serve in your area? It might not be with flashing lights or public proclamation. But what can you do? What should you do? What will you do?

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. See <http://icor.church/value/caring/>).

**Show the iCOR video clip "Serving." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- What are some of the blessings you have received already in your life?
- Are you naturally selfish? Are you counteracting that impulse by serving? Why or why not?
- Do you do more for other people, or do other people do more for you?

**Show the rest of the video. Choose your own questions, or use the following:**

- What are some of the places or things your Youth Alive club can do to serve?
- Are you more likely to go to others you serve, or bring them to where you are?
- When you serve, what is your motivation?
- Does your service cost you something, or do you just serve out of the extra you have that you don't really need?

Where are you already serving? Where else could you serve? What are your resources? What needs do you see around you? Would it be better for you to team up with another organization or group that shares a similar interest in serving the same target group or place as your group?

Tap into the idealism of young people and brainstorm places and ways your Youth Alive club can serve where you are. Pray for God to impress you with which would be the best place or way to start. Will this be a one-time event or an on-going service? Be careful that you don't raise false hopes by doing something one time and then forget about it afterward.

Solicit ideas for serving from your Youth Alive club and write them on a board or large paper that is visible for them. Then spend some time in personal reflection on what God would want your Youth Alive club to do. Then pray as a group about each one of these (use "Categorically Praying," Participant Manual, page 157), and then ask what your club's priorities and actions will be.



## Session 7: Reconciling

### Activities:

- Keep It Up (page 72)
- 5 Things About My Friend (page 133)
- Impulse (page 96)
- Feeling the Tug (page 90)
- Shout Out Notes (page 105)

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- Invite
- Involve
- Invest in, and
- Envision

### Young people to connect:

with God  
with others, and  
with life.

Based on the foundational belief that Jesus Christ created us, loves us, redeems us, lives in us, and will return for us, our response is to accept both the gift of salvation AND to live for Christ right now in all things as our purpose in life. "Youth Alive" encourages and equips young people to proactively make positive, healthy choices for life each day.

### The Youth Alive has four main ways of doing this. They are:

- Reach IN (foster relationships)
- Reach OUT (promote mission)
- Reach UP (nurture spiritual growth)
- Reach BEYOND (cultivate empowerment)

Last week we focused on serving as one of the key values for a Youth Alive club. This was part of our Youth Alive's way to "Reach OUT (promote mission). This week we'll continue with this same way of Reaching OUT with our key value: Reconciling. Many find this difficult or seemingly impossible. Sometimes we hide behind excuses for someone's wrong actions by wanting to teach them a lesson rather than bring people together who have been split apart.

Consider the friendships you have. For most people, sharing something in common with another person is a reason to become friends. If you enjoy music, and so does another person who likes the same music, what you share in common draws you together. But that's just one part of life. What is different between you and your new friend might draw you closer together, or it might push you apart. Taking the example of music, if you and I like the same music, and you play the guitar, but I don't, will that draw us together or push us apart?

Most relationships function on an equality scale in which I'll do for you the same amount as what you do for me. For example, if you teach me how to play the guitar, does that only benefit me, or does it benefit you? I may owe you one, but if I don't pay you back in some way, the relationship could falter or even cease.

Of course, it's much more complicated than that because there are so many things that come into play. If I speak badly about my friend who is teaching me how to play the guitar, and my friend finds out, that may cut off our friendship unless it can be reconciled. Even years of building trust can be lost in one quick moment.

We can take this to a more intimate level of relationships: Marriage. Certainly, most people who get married are good friends who have invested heavily in each other. But if only one person gives in the relationship, it won't work. Both people have to get something out of it, even if what they get isn't considered desirable by others. If I'm married to someone who belittles me, I may excuse it and then play the martyr's role. If I like to be in that role, that "pays" me in the relationship, even though it might be dysfunctional.



Because of the natural bent to sin and selfishness, you are sure to do something sometime, even if it's unintentional, in which you hurt your relationship with your friend, even your spouse. Will you be reconciled, or will you write off that friendship as a thing of the past? Will you file for divorce because of what your spouse has done to you?

This isn't easy. In fact, it's very difficult. You can probably explain with great detail how somebody has wronged you. You might be 100 percent correct as well. But that doesn't repair the relationship. Will you just label this lost relationship due to irreconcilable differences?

The strange thing is that the other person probably has their own version of how you hurt the relationship. And they might be 100 percent accurate in their description. When one person feels hurt or betrayed, they reach out and hurt the other person, feeling justified by paying them back for the hurt they inflicted. The saying, "Hurt people, hurt people" plays out when those who are hurt respond by hurting others.

Some people are especially sensitive to this. They can be helpful in listening to the hurt and even providing a balm to heal the broken relationship.

Reconciliation happens only with forgiveness. Even people who don't believe in God know that forgiveness is necessary. It's not fair, which makes it extra difficult to practice. If you've done me wrong, I want to hold that against you so I can use it in the future if I need to. But if I actually forgive you, I wipe it away and it's no longer part of my arsenal to use against you. Why would I give up that power? There are at least two reasons: 1) The relationship is worth more than holding a grudge. And 2) When I recognize how much I've been forgiven, passing on a little bit of forgiveness is actually much smaller than the amount I've been forgiven.

If I'm living my life without God, then my calculations will probably keep me in control of my relationships and I can pick and choose when I want to cash in on my investments. I might say, "Hey, that's really not such a big deal when we consider what you did to me that one time two years ago, right? Let's just call it even and move on." Those who barter in this manner have to keep many records of who owes them and who they owe. That in itself can be exhausting.

Matthew 18:21-35 recounts one of the parables Jesus told about forgiving others. Peter asked Jesus how many times he should forgive someone. The expected answer was "up to three times" and then you can just forget about that relationship. So, Peter increased his forgiveness generosity and offered up to seven times. Wow! Most of us won't do that. But Peter appeared to be willing to keep score in this manner.

Jesus' answer should stun us. He said, "Not seven times, but seventy times seven times." In other words, 490 times. There's no way you can keep track of that large number, nor would you try to repair such a relationship. But that's not the point of the parable. Jesus continued by describing a man who owed the king a lifetime of work. When asked to pay up or go to jail, the man asked for more time and he would pay back the entire amount—something there was no way he would be able to do. Because of the kindness of the king, the debtor was forgiven his entire life's debt. Unbelievable!

But just as unbelievable it that this "forgiven man" soon saw another person who owed the forgiven man three months' worth of work. The other man asked the forgiven man for patience and he would be paid back in full. But the forgiven man wouldn't budge, and he had this man thrown in jail because he owed him three months' worth of work.

Please understand that this second man did owe the forgiven man the money. But the contrast between how much the forgiven man had been forgiven and how much



the second man owed him was staggering. Why wouldn't he pass along some of the forgiveness that he had received, even though the second man might not have "deserved" forgiveness.

And that's the point. For a follower of Jesus, recognizing how much we have been forgiven by God makes it silly to hold something over another person. In fact, we are called to restore relationships that have been broken.

Here's how Paul described it in 2 Corinthians 5:12-21; this passage includes phrases and messages like:

- Christ's love compels us
- Christ died for our sins, so we could live for him instead of only for ourselves
- This is a whole new way to live
- God reconciled us to Himself
- Because we are reconciled to God, we now seek to reconcile others
- This reconciliation for others is to God, and to one another
- Consider yourself an ambassador for God

When you keep in mind how much God has forgiven you, it won't make sense to keep score on what others have done against you. Reconciliation is far more important than payback. But if you don't have any sense of how much God has forgiven you, you're likely to play the record-keeping game of remembering who owes you, and how much they owe you.

It is difficult, if not impossible, to reconcile others if you don't draw from the forgiveness and reconciliation God has given you, no matter how bad your past may have been. Because of Jesus, you are forgiven from your past. You get a new life. And that's the way you want to treat others who have wronged you.

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. See <http://icor.church/value/caring/> ).

**Show the iCOR video clip "Reconciling." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- Can you think of someone who has wronged you? How did it affect your relationship?
- Can you think of someone you have wronged? How did that affect that relationship?

**Show the rest of the video. Choose your own questions, or use the following:**

- Why would you want to be reconciled to someone else?
- Who goes first in reconciling?
- What do you do if the person doesn't want to be reconciled?
- Which do you do more often: Hurt others or help to reconcile others?

Reconciling is tough stuff! But it's so necessary in our world of brokenness. Can you think of people who have initiated reconciliation with you? How did you respond? Did you minimize it or reject it or take time to think about it? To whom have you reached out to provide reconciliation? What was the result? Will you continue to practice reconciling?

Close with Popcorn Prayers (Participant Manual, page 153). In this way participants can use just one word, which is a safer way to be public about this sensitive core value of reconciliation.

### Session 8: Mentoring

#### Activities:

- Sum It Up (page 69)
- Mirrors (page 70)
- Here's What I See (page 95)
- Hand Impressions (page 58)
- Shout Out Notes (page 105)

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- Reach BEYOND (cultivate empowerment)

Last week we focused on reconciling as one of the key values for a Youth Alive club. This way of doing life isn't easy, but it can be very rewarding. You may recall that the key component to reconciling with others is to recognize that God has reconciled us to Himself. Based on that, we can be reconciled to others who have treated us wrong. We simply pass along some of the forgiveness that God has doused on us.

This session's core value is mentoring. This happens over a long period of time and in lots of situations and settings. With this core value for Youth Alive, we are transitioning to "Reach Beyond" (cultivate empowerment), but it's often difficult to get a handle on what it means to be purposeful and impactful. Sure, mentoring is important, but how does mentoring happen? How long does it take, and how do you know if it works? Because mentoring is a slow process, we often don't even know the extent to which we were mentored by others, or we have mentored others.

Parents are the first mentors in our lives. We grow up with their example and instruction. As we get older, other significant people also play mentoring roles. Think about teachers you admire or a person at your church who takes a special interest in you.

As a child interacts with the world beyond their own family, heroes become their unofficial mentors. A sports star or a firefighter or a movie star or a positive political figure. You might not ever meet a highly public figure like this, but they are mentoring you, influencing your life in positive—or negative—ways as you admire them. If they live to serve others, then you will want to do the same. If they show off their wealth, you may be influenced to do the same. If they endorse something, such as a shoe brand or a popular cereal, you will want to own it or eat it as well. And this impacts adults as well. Consider the sports stars and movie stars who make money by "endorsing" certain products. By putting their picture with some type of cereal or cologne or snack food, you'll start purchasing it. Even though these "stars" endorse products because they are being paid to do it, the companies have calculated that they will sell more than enough of their product to recoup their investment in paying the star for their endorsement. Really?

Yes! When a public figure is known to be a party guy or girl, being sexually promiscuous, or indulges in other unhealthy lifestyles, those of us who admire them automatically register that we want to do the same. That can be scary and disastrous!





Most of us are not high-profile heroes to thousands or millions of people. But there are things we can do to be intentional about influencing or mentoring others. This is true if you are the one being mentored or if you're the one doing the mentoring. It is sometimes assumed that the mentor will be older and more experienced and therefore qualified to teach the mentee a thing or two.

But nowadays, it's sometimes the younger people who serve as mentors for older people. Think of changes in technology and how a young person might need to set up their parents or grandparents on social media and teach them how to use it. We now have "cross-mentoring" when mentoring goes both ways in a relationship.

### **Here are some ways to enhance mentoring:**

1. Maintain frequent, long-term contact (not just once, or once a year).
2. Create a warm, caring relationship (it needs to go both ways).
3. Share what's inside you (go beyond superficial chats).
4. Experience life together in a variety of settings and situations (not just scheduled times at school or work).
5. Demonstrate consistency and clarity in behaviors and values (honest and authentic, especially during change).
6. Be involved in the life and practices of a community (not an unsupportive member or private sage).
7. Communicate not only beliefs and behaviors, but also the reasons behind them as they are lived out (not merely theory or action, but both as they are experienced). Admittedly, this kind of mentoring takes time—a lot of time. It's an investment. Yet it's happening all the time.

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/> ).

### **Show the iCOR video clip "Mentoring." Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- Who have been the role models in your life?
- Are you being mentored intentionally by somebody at this time or does it just happen on its own?
- Who might you be mentoring at this time in your life?

### **Show the rest of the video. Choose your own questions, or use the following:**

- How can you "stand with" someone else who needs some type of support?
- What is the difference between "teaching" and "mentoring"?
- Why is mentoring important?

Most mentoring happens unintentionally. But you can take steps to be more intentional, as mentioned earlier. While mentors are often someone more experienced in life than we are, we also are mentored by our friends, no matter what their age is.

Do the "My Friends" activity (page 133). This can be very deep and might be uncomfortable for some. But it can also open a deep appreciation and intentionality when it comes to mentoring. It can also expose who is really interested and invested in us compared to those who possibly influence us but are distant in our lives. This is where investing in the Youth Alive club pays huge dividends.

## Session 9: Training

### Activities:

- Drop It (page 43)
- Pop Fizz (page 67)
- Group Charades (page 114)
- Line Up (page 68)
- Shout Out Notes (page 105)

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Last week we focused on mentoring as one of the key values for a Youth Alive club. This was the first core value in the "Reach BEYOND (cultivate empowerment)" way to young people to connect with God, with others, and with life. For this gathering, our core value is training.

You may recall that in an earlier session we focused on teaching and indicated that simply dumping information isn't a good way to teach effectively. We pointed out that participating or seeing something visually helps more people learn than just speaking words.

Is "training the same thing as teaching? There's an obvious relationship, but it's also related to our last session value on mentoring. It might be easier to visualize training from the perspective of a coach. A coach trains athletes to excel in their sport. It takes a lot of investment, practice, correction, perseverance, encouragement, discipline, and instruction. Perhaps surprisingly, some of the best coaches are those who weren't necessarily superstars themselves, but they have a knack for training others to do more than even the trainer can do.

People who decide to run a marathon don't just head out for a 26.2-mile jog. They train for months, building up to such a long distance, taking times for rest, doing short runs and long runs, carefully making dietary decisions. Some people rely on a coach to help them in their training, or they simply obtain the information from an expert and implement the training themselves. Either way, running a marathon obviously requires training.

This concept of a coach doing the training can also be seen in music, drama, and even work. You need training, especially when you're new to something. It's one thing to learn how to play music, but it's quite another thing to have the music move you to the point that you move others. That requires training.

You might learn a lot by "on the job" experiences, but if someone trains you, you'll accomplish the same thing in a much shorter time.



## There are common reasons why people don't train.

- They don't think about it.
- They don't think they need training.
- They doubt that anyone is capable of training them.
- They doubt that they can be trained.
- It takes too much time to train.
- It seems like training will never amount to much.

Imagine what would happen if you trained, really trained for something over a long period of time.

Imagine that you received supernatural help in your training. Imagine what the results could be!

When Jesus returned to heaven following His death and resurrection, He sent the Holy Spirit to empower us to do the very kinds of things Jesus did. This includes our character (becoming Christlike), but also our service (serving others). Sometimes God will instantly gift you to do something, and it might really take you by surprise. But God also sends His Holy Spirit to train us over time. It's quite the relationship we get to have with God through the Holy Spirit!

Those who feel insecure because others might pass them up, lack the full acceptance that God provides and the security of being part of God's family. Instead of hoarding what God has given us, we pass it along generously. In fact, we eagerly train others, just as we are being trained.

Some training takes place side-by-side with another person. But there will also be times when you must simply do it yourself. A supportive coach can't play the game for you. An expert music teacher can't play the music for you in the performance. The purpose for your training is for you to use what you have been trained to do! Even people skilled in a certain discipline continue practicing and training. The same is certainly true for us.

What training have you received in this Youth Alive club? (solicit feedback) What additional training would you like to receive? How are you using what you have been trained to do?

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/> ).

Show the iCOR video clip "Training." Partway through is a place to pause for discussion. Choose your own questions, or use the following:

- What's an example of something you trained for?
- How long did you train for it?
- Why did you stick with it, or why did you quit?

Show the rest of the video. Choose your own questions, or use the following:

- How much positive feedback do you need to keep going?
- What makes it difficult to participate in training?
- What can you train others to do?
- What training are you currently receiving?

You may recall that the disciples of Jesus came to him one day and asked for some training in how to pray. Think about that for a moment. They wanted to learn how to talk to God, and they were talking with God at that very moment because they were talking to Jesus, and Jesus is God!

Jesus taught them what we call “The Lord’s Prayer” (Matthew 6:9-13). Some people simply repeat that famous prayer from memory and consider they now have been trained in how to pray. But what if that doesn’t work for you? What if it seems like it’s only a meaningless recitation of somebody else’s prayer?

We don’t get to see God in the form of Jesus like the disciples did. But one way we can learn to pray is to imagine that Jesus is sitting in the middle of our group right now. What would you want to say to Him? What do you think His response would be to you? This type of praying is called “Conversational Prayer” (page 156). Let’s try it as a group. If you’re not comfortable with this right now, consider it to be part of your training.

**Let’s try it now.**



## Session 10: Leading

### Activities:

- Today I Am (page 75)
- Clothespins (page 83)
- Trust Walk (page 124)
- Forced Choices (page 73)
- Shout Out Notes (page 105)

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Last week we focused on training as one of the key values for a Youth Alive club. It's part of "Reach BEYOND (cultivate empowerment)." And this session continues that flow with the core value of Leadership. When people think of the term leadership they often think on a large scale, such as a military general who leads thousands of troops into battle, or a political leader who points the direction for the country and the citizens follow.

A leader in business provides the vision for the employees to know what the business is all about, which then helps them decide if they really want to follow their leader. If they don't, they should leave and work another place where they can follow that leader.

But leadership also happens on a much smaller scale. Some definitions of a leader indicate that a leader is someone who someone else follows. It doesn't have to be an entire country or company. In reality, if just one person follows you, that makes you a leader! In fact, you may have been in a gathering in which the leader was in front and most people were paying attention to the leader.

But somewhere toward the back, somebody was distracted and started making comments; then others joined in. While it might be only a few people, those few started following a different leader than the one who was in front. You have a leader with lots of followers and a leader with just a few followers, but both are leaders.

Think about the people who influence your life. Who do you follow? Did these leaders actively recruit you? Did someone invite you to join? Did you invite someone to be part of this club? One of the first keys to be a good leader is to start by being a good follower. One characteristic of a leader is that they know something useful that those following don't know. By knowing what's around the corner, the leader has a useful bit of information that will serve the followers well. Who wouldn't want to follow in such a situation?



We feel inspired when we hear about a leader who inspired followers to persist against all odds and come through victoriously. But just as often, the leader fails, and that's when people stop following that leader. You can probably think of plenty of situations where you've seen that play itself out.

Let's try this out with our group. Let's do the activity called "Rhythm Hunter" (Participant Manual, page 78). We'll have one person leave the group for a moment while we pick a leader of our group. Then the person will be invited back to the group and will stand in the middle and try to identify who the leader is simply by noticing what the leader starts and what the others in the circle start to do.

We'll stand in a circle and the leader will do some activity like clapping their hands to a rhythm or tapping their foot or scratching the top of their head—whatever the leader comes up with. As soon as the others in the circle notice what the leader is doing, they mimic the leader. The person in the middle tries to identify who started the new movement or action—that person is the leader. Once they figure that out, they move into the circle and that leader leaves the group while a new leader is selected, and you try it again. Do it as many times as you choose.

Leaders inspire and motivate us. And when we do that to others, we are leaders, too. Think of the negative leaders we have. Often people only see partway down the road where the leader is heading. For example, a person who is putting on a party isn't intending to have somebody killed because of drunk driving, but that sometimes happens because of the alcohol at the party. A person engages in sex simply the act of sex or to feel intimate with another person.

They really aren't ready to be a parent to a baby, but it happens. Cigarette advertisers promote how cool it is to smoke, but they don't give the whole story about the long-term health impairments that will affect you—your increased chances of developing cancer, loss of sense of taste or smell. Bad leaders hide or fail to disclose where you may end up if you follow them. The most common line they use is, "That will never happen to you." Don't fall for that falsehood.

In contrast, good leaders not only inspire, but they do so by leading in what is good and positive—for you and for others. A leader may ask you to sacrifice for the good of the group, but your willingness to do so should be because it helps others as well as yourself in the bigger picture that goes beyond just the current moment. That's why leaders are often people more experienced in an area than you are.

When should you lead, and when should you follow? These are important questions. Because whenever you're aren't leading, you should be following. That empowers others in their leadership because you are following rather than just sitting on the sidelines uninvolved.

When you have something for the good of others, you should lead. You should also lead when someone is training you to lead, even if they might be more qualified than you.

And you should follow when others are leading for the good. By following, you increase their confidence and leadership abilities.

Don't be threatened because you might not always be the leader. Be involved, either by leading or by following. You need to be able to do both.

(Tap into the iCOR study guides for additional materials, including video clips that can be used to illustrate and foster discussions about these topics. <http://icor.church/value/caring/>).



**Show the iCOR video clip “Leading.” Partway through is a place to pause for discussion. Choose your own questions, or use the following:**

- Who are the leaders in your life? Who do you follow?
- Who are the leaders in your Youth Alive club? What role you do play?
- Who are the leaders in your church? Are you one of them? How could you be a leader at your church?

**Show the rest of the video. Choose your own questions, or use the following:**

- Who follows you? Why do they follow you?
- Are you more likely to volunteer to lead, or do you need someone to ask you to lead? How often does this happen?
- How does “Leading” relate to the other core values such as training, serving, mentoring, worshiping, connecting, participating?

Close with an affirmation circle (Participant Manual, page 138). There are several ways you can do this. Some prefer to write out the affirmations by having a sheet of paper for each person in the group. Put that person’s name at the top and then pass it around or walk around to where the sheets of paper are and write an affirmation for each person.

The less you know someone, the more superficial the affirmation will be, such as something physically observable like, “You have pretty eyes” or “I like your smile.”

When you know people better and more deeply, you can choose to go deeper with your affirmation, such as, “I can always count on you to support me because of what we have experienced together,” or “Your optimism makes me always want to be around you—keep it up!”

Participants can keep their affirmation sheets for future reference, which can really be encouraging when they feel down.

You can also put people “in the hot seat” by putting them in the circle or facing a half circle. Then each person can publicly state an affirmation for the person in the hot seat. Then rotate and another person sits in the hot seat.

Continue until each person has received affirmation during their turn. If this is too difficult, put the person in the hot seat in the middle of a circle.

Limit the time to just 10 seconds per person and everyone shouts out their affirmations at the same time. Talk fast because you have only 10 seconds. This is easier and less threatening than affirming the person in the hot seat one individual at a time.

Encourage your participants to give a word or phrase or sentence of affirmation even when they aren’t doing the Affirmation Circle. We could all use more affirmation!

# YOUTH ALIVE FRIENDSHIP GROUPS AS A TOOL FOR CHURCH PLANTING

## **“Reach In, Reach Out, Reach Up, Reach Beyond”**

### **Imagine if Jesus came today to your town? How would Jesus run his Youth Alive “Friendship Group”?**

Let’s explore a Bible story to learn how Jesus brings freedom, healing and hope. In Mark 2:1-12 we find Jesus back in Capernaum preaching to a packed house. Many are there seeking help. That’s why the four men carried their paralytic friend to Jesus and did everything humanly possible and bypassed crowd by tearing up roof to bring their paralytic friend to Jesus for healing & forgiveness.

What can we learn from this story? We see how real friends don’t abandon one another during a crisis. Thus, through the YOUTH ALIVE FRIENDSHIP GROUPS, you can support one another to live life to the fullest and experience the freedom from addiction, healing and hope the Jesus brings.

This is one way that we can help others to become disciples ready for Christ’s soon return. Through caring relationships, Jesus had his disciples experience freedom, healing and hope. So through your YOUTH ALIVE FRIENDSHIP GROUPS – you too can share the joy with others in your school, or among an unreached people group in your city.

“Friendship Groups” are the place where discipleship takes place. In the context of community, and trust, God is able to transform lives. By multiplying new YOUTH ALIVE FRIENDSHIP GROUPS among those far from God, the Kingdom of God is expanded. Young adults are able to experience lasting hope healing and forgiveness for the first time who haven’t know the power of God in their lives previously.

Starting new YOUTH ALIVE FRIENDSHIP GROUPS can be easy as God guides you. It can be as simple as inviting a neighbor, classmate, or another young adult you know to join you at the YA event, or to join the ongoing weekly Youth Alive Friendship Groups. It doesn’t matter if they come from an unchurched background, or another culture or religion.

As you share you struggles & victories from your personal life, you are able to connect hearts with those whose hearts are far from God & don’t know Christ. As a Seventh-day Adventist youth, through your leadership, Christ is able to transfer hope into another heart, as you share your story!

Within the context of a peer to peer group, unbelieving young adults can experience Christ’s life changing power of the Gospel, through their Adventist peers. Thus YOUTH ALIVE FRIENDSHIP GROUPS are one effective tool to start new groups of believers among unreached urban people groups.

As Adventist young adults are able to “live their faith” as they have the opportunity to lead out in the YA Initiative and the YOUTH ALIVE FRIENDSHIP GROUPS. Starting off with the YA kickoff weekend event, and during the following weeks after the kickoff event, “Christ’s Method Alone” of ministry as described in the book, Ministry of Healing, pages 143-144, can be practiced.





Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, "Follow Me." MH 143.3

There is need of coming close to the people by personal effort. If less time were given to sermonizing, and more time were spent in personal ministry, greater results would be seen. The poor are to be relieved, the sick cared for, the sorrowing and the bereaved comforted, the ignorant instructed, the inexperienced counseled. We are to weep with those that weep, and rejoice with those that rejoice. Accompanied by the power of persuasion, the power of prayer, the power of the love of God, this work will not, cannot, be without fruit. MH 143.4

We should ever remember that the object of the medical missionary work is to point sin-sick men and women to the Man of Calvary, who taketh away the sin of the world. By beholding Him, they will be changed into His likeness. We are to encourage the sick and suffering to look to Jesus and live. Let the workers keep Christ, the Great Physician, constantly before those to whom disease of body and soul has brought discouragement. Point them to the One who can heal both physical and spiritual disease. Tell them of the One who is touched with the feeling of their infirmities. Encourage them to place themselves in the care of Him who gave His life to make it possible for them to have life eternal. Talk of His love; tell of His power to save. MH 144.1 This is the high duty and precious privilege of the medical missionary. And personal ministry often prepares the way for this. God often reaches hearts through our efforts to relieve physical suffering. MH 144.2

As YA Adult leaders, you have the special opportunity to mentor Adventist young adults as they disciple unreached to experience in Christ, and start new groups of believers, thus expanding the Kingdom of God, and preparing the cities for Christ's soon return. Partner with your local field Global Mission Coordinator to obtain additional resources & training for starting new groups of believers.



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