



Table of Contents

Countdown to Kick-off! 3

Vision.....4-7

Leader's Role 8-19

Discipleship Leader 10
Discipleship Group Covenant 11
Leader Equipping.....12
Email Template – Parent Update13
Group Outings14
Shepherding Situations.....16
Equipping Seminars & Classes17
Book Recommendations19

Group Meeting20-49

Curriculum Overview 20
Schedule 20
Subs / Missing a Meeting 22
T.E.A.M.S.....23
Group Planning Worksheets25

Resources50-69

Group Values 50
Wisdom & Tips from Other Leaders 52
Development of Young Teens.....53
Engaging Students in Discussion.....54
Meeting Starters 57
Serving Together 61
Supporting Students who Serve Regularly 61
Pursuing the Heart.....63
Providing Accountability for Students.....67

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Texts: text JHI to 62953
Website: www.perimeter.org/jhi
Instagram: @jhistudentmin
Facebook: Jhi StudentMinistry

Countdown to Kick-off!

AUGUST & SEPTEMBER

August 11th and 12th Orientation

August 18th Jhi Braves game

September 5th Start prepping for group

September 10th KICK OFF

***In your email to students' parents...**

Include:

- Why you are looking forward to this ministry year with your group!
- A little info about yourself, a fun picture of yourself/family, and your contact info.
- Your group list

****When you prepare for the first Group Meeting...**

- Read Lesson 1 in your curriculum book.
- Fill out the Group Planning Worksheet (In "Group Meeting" tab).
- Do you want to use an Ice Breaker question/game? (In "Resources" tab)
- Make a note to ask students for their cell #s, emails, birthdays.
- Script how you will establish the culture.
- Pray!

Vision

Perimeter's Discipleship Vision:

"Life-on-Life missional discipleship is laboring in the lives of a few with the intention of imparting one's life, the gospel, and God's Word in such a way as to see them become mature and equipped followers of Christ, committed to doing the same in the lives of others."



2 Timothy 2:1-2

Apostle Paul to Timothy, a young pastor at the church in Ephesus:

"You then, my child, be strengthened by the grace that is in Christ Jesus, and what you have heard from me in the presence of many witnesses entrust to faithful men who will be able to teach others also."

Vision

DEFINITION: “MATURE AND EQUIPPED FOLLOWER OF CHRIST”

Adult Discipleship

As related to adults, a “Mature & Equipped Follower of Christ” is defined as someone who...

1. Is living consistently under the control of the Holy Spirit, the direction of the Word of God, and the compelling love of Christ;
2. Has discovered, developed, and is using their spiritual gifts;
3. Has learned to effectively share their faith, while demonstrating a radical love that amazes those it touches;
4. Gives evidence of being
 - A faithful member of God’s church,
 - An effective manager of life, relationships, and resources;
 - A willing minister to others, including “the least of these,” and
5. Gives evidence of being
 - A faithful member of God’s church,
 - An effective manager of life, relationships, and resources;
 - A willing minister to others, including “the least of these,” and
 - An available messenger to nonkingdom people; and
6. Demonstrates a life characterized as
 - Gospel driven,
 - Worship focused,
 - Morally pure,
 - Evangelistically bold,
 - Discipleship grounded,
 - Family faithful, and
 - Socially responsible.

“Keep in mind that no follower can be fully mature and equipped. It is fair to say, though, that if one of those characteristics is absent, then that person is not mature and equipped.”

- Randy Pope, Insourcing



Vision

Jhi Discipleship (7th & 8th grade)

Junior High students are viewed as young adults beginning the journey of adulthood.

We want to see Junior High students...

1. **Make their faith their own,** and
2. Understand that this is their church. (They have a place in the church and are valued in the church.)

Meeting students where they are

Group leaders come alongside each student, equipping, coaching, and supporting him/her in taking the next step in his/her relationship with Christ. This next step may be different for each student in the group. Here are some ways that group leaders can come alongside students in helping them grow spiritually:

As students begin to “make their faith their own,” they need to understand...

- what it means to be saved by grace and surrender one’s life to Jesus as Lord and Savior
- what is meant by “personal worship”
(modeling a quiet time: Bible study, prayer)
- what boundaries are and how they help protect one’s relationship with Jesus
(modeling how to set healthy, God-honoring boundaries in relationships)
- what discipleship is
 - the value of discipleship in one’s life and how to be a faithful participant
 - the importance of bringing others into contact with God’s Word and God’s people.
(modeling what it means to share Christ where they live, attend school, and play / coaching them on how to step out of their comfort zone to talk to someone new, how to start conversation, how to share the gospel and their testimony)

As students begin to “understand that this is their church,” they need to be encouraged to...

- attend corporate worship services
(model what it means to be a faithful worshipper)
- attend Taste of Perimeter (recommended in 7th grade)
- attend Membership Class (recommended in 8th grade)
- serve the Body of Christ in the church
- serve others where they live, attend school, and play
(increased awareness of the global church and global missions)

Vision

Discipleship Groups	Students who THRIVE in Dgroups:
4-6 students	Students who want to go deeper with a few. Those who lean towards mentorship. Students who attend every Sunday.
High Accountability	Students facing difficult life issues. Those who are willing to love and serve other students facing difficult life issues.
Weekly challenge assignments	Those seeking spiritual answers to specific questions.



Leader's Role

DISCIPLESHIP LEADER

A Discipleship Leader (DL) serves in the heart of the Jhi Ministry. This servant leads a group of 4-6 students who meet together to explore God's Word on a deeper level and grow in relationship with Jesus. The junior high years are filled with numerous transitions and challenges as a young person begins the journey to become an adult. Students have new life experiences that cause them to question who they are and what they believe and to search for answers about how to live their lives. A DL provides a caring place where students can ask questions, share their hearts, find encouragement, discover how to apply Bible truths in their daily lives, build close friendships, and receive prayer support. Having a caring leader who shares life *with them*, week after week, month after month, helps the students discover what it means to have a growing relationship with Jesus, to share Him with others, and to disciple others.

Some ways Discipleship Group Leaders love and support students/parents:

Weekly	<ul style="list-style-type: none"> ➤ Attend group meetings: Sundays, 5:00 - 6:30PM. ➤ Follow-up with students/parents when a student misses a meeting.
1x/month	<ul style="list-style-type: none"> ➤ Email parents an update on group & event reminders. ➤ *Help students build relationship with each other by planning group outings. Goal: Spend time with every student twice by the end of the semester. Ex: Fall Retreat, dinner on Sunday, laser tag, etc. ➤ Attend Leaders Meeting.
1x/semester (Sept.-Dec. & Jan.-Apr.)	<ul style="list-style-type: none"> ➤ Email each parent or share in person an update on how their son/daughter is doing in the group. (Email template provided.)
Misc.	<ul style="list-style-type: none"> ➤ Add students' birthdays to your calendar! ➤ *Contact students outside of group meetings via text, email, or call.

Notes on Ministry Safe Guidelines

To review the Ministry Safe Handbook for Perimeter Church, visit www.perimeter.org/ministrysafe

- Spending time with students: Before spending 1-to-1 time with a student, it's important to first build relationship with the student's parents. Jhi group leaders often find that students need to become better friends in order to feel comfortable sharing their hearts during the group meeting. We recommend that you focus on spending time with students as a whole group or in groups of 2-3 at a time.
- At the beginning of the ministry year, include the Discipleship Covenant in an email to parents. The Covenant includes the Ministry Safe Parent Permissions. Ask parents to reply back with their preferences. Keep a copy of the emails.

DISCIPLESHIP GROUP COVENANT

Student: *I will do my part to make my Discipleship Group the best it can be by...*

- Building relationships with my leader/other group members.
- Praying for my fellow group members.
- Being respectful to my leader/other group members.
- Completing weekly take-home assignments.

Student's signature: _____

Parent: *I will do my part to make my Jhi student's Discipleship Group meeting a priority by...*

- Building relationship with my student's leader.
- Praying for my student's leader/group.
- Subbing for my student's leader.
- Ensuring that my student is present at every meeting.
- Communicating to my student's leader when my student will miss a meeting.
(Excused absences: illness, family obligations, out-of-town)
* I understand that if my student misses 4 of 12 meetings in a semester or more that my student may be moved to a Connect Group.
- Encouraging my student with the vision of discipleship, the value of discipleship in one's life, and training him/her how to be a faithful participant.

Ministry Safe Parent Permissions

For this ministry year, Sept. 2016 - Aug. 2017, I give my student's Discipleship Leader permission to...

(Check all that apply.)

- ☐ Contact my student via text, call, or email without notifying me also.
- ☐ Send time with my student off the church campus with other group members.
- ☐ Meet individually with my student off the church campus.
- ☐ Drive my student.

Parent's signature: _____

Discipleship Leader: *I will do my part to make my Discipleship Group the best it can be by...*

- Building relationships with group members/their parents.
- Praying for group members/their parents.
- Being present at every group meeting (with reasonable exceptions).
- Coming to the group prepared to lead, love, and serve the students.
- Attending leadership equipping meetings.

Leader's signature: _____

Confidentiality between Discipleship Leader and Student

Volunteer Discipleship Group Leaders will maintain confidentiality except in the case where the student is in a "life endangerment" situation. In these situations, a Discipleship Leader is legally obligated to report to those in authority in order to provide the student the help needed.

Notes on Discipleship Covenant:

- Discipleship Leaders: Sign the covenant with students on or by the 3rd group meeting. Email covenant to parents to sign and return.



Leader's Role

LEADER EQUIPPING

Leaders Meetings

Once a month on Sundays

This monthly equipping time includes guest speakers, fellowship, and sharing opportunities with other Jhi group leaders.

Coaching

Staff/Coaches will pursue you. We realize that we wouldn't have a ministry without you!!

Weekly Email for Leaders

This email reminds you of upcoming events. The email is formatted so that you can easily cut and paste event information into your own email to students' parents.

Example of weekly email from staff to leaders

Hi friends!

We've been hearing great feedback from students and parents about how much students enjoyed their groups! THANK YOU for making the Kick-off of Jhi Nights/Groups a wonderful night for Jhi students! We could not do ministry without you...and we wouldn't want to do it without you!

The Jhi Fall Retreat is coming up!

Please send an email to parents reminding them to register their students for the Fall Retreat. Here's the information you'll need for the email:

JHI FALL RETREAT —

**JHI FALL RETREAT-SEPTEMBER 29TH—OCTOBER 1ST
CAMP WOODLANDS!!**

Monthly Jhi Parent Newsletter

As a Discipleship/Connect Group Leader, you will receive the Parent Newsletter via email in order to keep you informed about ALL Jhi events and to make you aware of the information parents are receiving.

Email Template—1x/semester update to parents

Once a semester, usually in November and March, leaders send a personal email to parents to encourage them with specific examples of how their son/daughter is doing in the group. Not only do the parents feel encouraged when they receive this email, it also encourages their engagement in the discipleship process, which makes discipleship stronger for their students and your group. Feel free to revise the template to better reflect your voice/heart.

Hi {parent's name},

Before we head into {Christmas break or Easter break}, I wanted to send an email to encourage you and let you know how {student's name} is doing in the group.

{Share 1-2 specific examples of how student has contributed to the group. This could be related to how he/she has upheld the Group Values, asked good questions, encouraged another group members, grown spiritually, etc.}

{Share a fun story about the student if one comes to mind!}

It's such a privilege to be {student's name} group leader!

{Closing & your name}



Leader's Role

JHI STAFF'S TOP PICKS FOR GROUP OUTINGS!

Bowling

Brunswick's Norcross Bowling

6345 Spalding Drive, Norcross, GA 30092
770-840-8200
www.bowlbrunswick.com

Stars and Strikes

Merchants Square Shopping Center
133 Merchants Square
Cumming, GA 30040
678-965-5707
www.starsandstrikes.com

Escape Rooms

Breakout

6375 Spalding Drive, Suite H
Peachtree Corners, GA 30092
404-620-2477
www.breakoutatlanta.com
*Owned by one of our Jhi Coaches, Ben Ambuehl!

Mystery Room

Sugarloaf Mills Mall
5900 Sugarloaf Pkwy, Lawrenceville, GA 30043
678-847-5002 www.mysteryroom.com

Golf

Pirate's Cove Mini Golf

3380 Venture Parkway
Duluth, GA 30096
770-623-4184
www.piratescove.net

Top Golf Atlanta

10900 Westside Parkway
Alpharetta, GA 30009
770-217-0513
www.topgolf.com

Laser Tag

Laser Quest

3650 Satellite Road, Mall Corners
Duluth, GA 30096
770-814-8801
www.laserquest.com

Laser Voyage Cafe

1866 Buford Hwy.
Duluth, GA 30097
678-514-3430
www.laservoyage.com

Multi-option Entertainment

Main Event

10700 Davis Drive
Alpharetta, GA 30009
770-521-9100
www.mainevent.com

Malibu Grand Prix

5400 Brook Hollow Pkwy.
Norcross, GA 30071
770-416-7630
www.malibunorcross.com

Parks

Downtown Duluth Park

3167 Main Street
Duluth, GA 30096
Concerts, festivals, movies on the lawn. Shops and restaurants surround park.
www.duluthga.net

Lake Lanier Islands

7000 Lanier Islands Pkwy
Buford, GA 30518
770-828-7654
www.lanierislands.com

Six Flags \ White Water

275 Riverside Pkwy, SW
Austell, GA 30168
www.sixflags.com

Stone Mountain

1000 Robert E. Lee Blvd
Stone Mountain, GA 30083
1-800-401-2407
www.stonemountainpark.com

Suwanee Town Center Park

330 Town Center Ave
Suwanee, GA 30024
Concerts, festivals, plays. Shops/restaurants
surround park.
www.suwanee.com

Pottery Painting**Eye Candy Art Studio**

312 Main Street
Duluth, GA 30096
678-714-5683
www.eyecandyartstudio.net

Splatters Art Studio

5354 McGinnis Ferry Road, Suite 224
Alpharetta, GA 30005
678-710-0103
www.splatterspottery.com

Other**Alpharetta Family Skate Center**

10800 Davis Drive
Alpharetta, GA 30004
770-649-6600
www.cooler.com

Bricks Café

Meet with your group before Discipleship at
the Bricks Café! The Café is open Sundays from
8:00AM-7:00PM.

Paintball Atlanta

5315 Shiloh Road
Alpharetta, GA 30004
770-594-0912
www.paintballatlanta.com

Slingshot

6344 Cash Court NW
Norcross, GA 30071
678.585.2268
www.slingshotplay.com

Studio Movie Grill

2880 Holcomb Bridge Road
Alpharetta, GA 30022
770-992-8411
www.studiomoviegrill.com

Tips and Toes Nail Salon

11164 State Bridge Road
Alpharetta, GA 30022

Treetop Quest Gwinnett (zipline)

2020 Clean Water Drive
Buford, GA 30519
404-277-6113
www.treetopquest.com



Leader's Role

SUPPORT WITH SHEPHERDING SITUATIONS

As a general practice, leaders should contact the Jhi Pastor or Jhi Discipleship Coordinator as soon as possible after learning about a student shepherding situation. The Jhi Staff work closely with Perimeter's Shepherding Ministry to shepherd students and their families.

Shepherding Situations	Action Steps
Sexual abuse Neglect Inappropriate behavior	<p>These are "life endangerment" situations. Group Leaders/Staff are required by Georgia state law to report these situations to DFACS within 24 hours of forming a cause to believe the student is in danger.</p> <p>Immediately report to the Georgia DFACS, or immediately contact Jhi Staff, who will notify DFACS—Georgia Division of Family and Children Services at 1-855-422-4453.</p> <p>Matt Luchenbill Travis Nolan c) 770-243-0484 c) 678 -472-0663</p>
Suicidal thoughts	<p>This is a "life endangerment" situation. Group Leaders/Staff should immediately contact student's parents.</p> <p>National Suicide Prevention Hotline: 1-800-273-8255</p>
Cutting Eating disorders Pornography Same sex attraction	<p>Group Leaders should notify Jhi Staff. Then the Jhi Staff member and Perimeter's Shepherding Ministry Pastor will determine next steps.</p>

Confidentiality between Group Leader & Student

Volunteer Discipleship/Connect Group Leaders will maintain confidentiality except in the case where the student is in a "life endangerment" situation. In these situations, a group leader is legally obligated to report to those in authority in order to provide the student the help needed.

Notes:

- ALL Discipleship/Connect Group Leaders should share this confidentiality statement with students at the beginning of the ministry year.
- This confidentiality statement is included on the Discipleship Covenant.

Leader's Role

EQUIPPING SEMINARS & CLASSES FOR FURTHER LEADERSHIP TRAINING

TFL—Theological Foundations for Leaders

This class prepares leaders for ministry and is a key component in Perimeter's leadership development process. TFL is a requirement for Jhi Discipleship Leaders. Jhi Connect Group Leaders are encouraged to take it. During this course, you will study systematic theology using the *Westminster Confession of Faith*, work through weekly assignments outlined in a student manual, read several books, and take a final exam.

Meeting Schedule:

12 weeks

Winter and summer classes offered on various days/times

For more information:

www.perimeter.org/leadershiptraining

Life On Life Clinics

This series of 3 clinics is one of the best equipping opportunities to come out of Perimeter. It was birthed out of Perimeter's desire to come alongside pastors who desire to be more effective in making mature and equipped followers of Christ in and through the church so that leaders could have kingdom influence where they live, work and play. It's based on 35 years of experience in "Life-on-Life Missional Discipleship." Pastors from across the nation and the world attend this clinic and bring key staff and lay leaders from their churches. Each year, several spots are provided to the Jhi ministry to invite Discipleship/Connect Group Leaders to attend. What you learn and experience at the clinic will deepen your understanding of Life-on-Life Missional Discipleship and help you become a more impassioned and effective disciple-maker.

Parent University: The Teen Years

Parent University is a great resource for parents of Jhi students, as well as, Jhi Leaders who want to better understand and minister to students. This monthly seminar helps parents and leaders learn how to love and equip teens to navigate in today's culture. It is taught by Senior High Pastor, Jeff Summers, who often shares the stage with his wife, Cami. Jeff has been in Student Ministry for over 20 years. He and Cami have four children and have extensive experience in helping parents steer through today's cultural pitfalls.

Meeting schedule:

Once a month on Sundays, 9:00AM

For more information and podcasts:

www.perimeter.org/parentu

Pursuing the Heart Workshop

How often have you been in your group when someone deeply shares, but you're just not sure where to go with it? Maybe you sense there's more "underneath"? *"The purpose in a man's heart is like deep water, but a man of understanding will draw it out"* (Proverbs 20:5). The Pursuing the Heart Workshop models skills and questions that, with the Spirit's help, can reveal the underlying issue or concern in a group member's heart. This is the "drawing out" process that helps lead to understanding, healing, and freedom. Jesus modeled this well—that loving others is moving *toward* the pain, not away. This life-changing equipping opportunity will enrich you personally and as a group leader.

Workshop schedule:

Saturday, 8:30AM - 4:30PM

For more information:

www.perimeter.org/leadershiptraining



Selection & Multiplication Workshop

Jesus had a small group of students (disciples) that he trained so that one day they would become disciple-makers and have their own disciples. The purpose was for the leader to multiply disciples. Jesus commanded his disciples, *“Go and make disciples of all nations” (Matthew 28:18-20)*. This workshop walks you through the scriptures to see how Jesus created and modeled discipleship for us. The workshop answers the following questions related to Selection and Multiplication: Why did Jesus select the men He did? How did He select them? How can we select people today, like Jesus did back then? What are we multiplying? How and when should we multiply? How do we prepare someone to multiply?

Workshop schedule:

Saturday, 8:30AM - 12:30PM

For more information:

www.perimeter.org/leadershiptraining

Xpress Your Faith Seminar

Together, we'll “press on toward the goal for the prize of the upward call of God in Christ Jesus” (Philippians 3:14). Xpress Your Faith is a method of effectively sharing your faith developed by Randy Pope. You will learn the tools of sharing the gospel with friends, family, and students in your group in a non-threatening and effective way.

Seminar schedule:

Friday: 7:00 - 9:30PM

Saturday: 8:30AM - 12:00PM

For more information:

www.perimeter.org/xpress

Leader's Role

BOOK RECOMMENDATIONS

Discipleship

INsourcing: Bringing Discipleship Back to the Local Church (Pope)

The Cost of Discipleship (Bonhoeffer)

Instruments in the Redeemer's Hands (Tripp)

A Long Obedience in the Same Direction (Peterson)

The Master Plan of Evangelism (Coleman)

Multiply (Chan)

Leadership

Courageous Leadership (Hybels)

Gospel Coach (Thomas)

The Heart of a Servant Leader (Miller)

Overcoming the Dark Side of Leadership (McIntosh)

Mentoring / Discipling Teens

Bored with God (Dunn)

Growing Godly Women (Greene)

The Slow Fade (Joiner)

Prayer—for teens

The Power of a Praying Parent (Omartian)

The Power of a Praying Teen (Omartian)

Pray for Me (Souder)

Prayer—general

Circlemaker (Batterson)

Praying God's Word (Moore)

A Praying Life (Miller)

The Power of Prayer (Spurgeon)

Spiritual Development—teen specific

A Girl's Guide to Life (Meier)

Boundaries for Teens (Townsend)

Every Young Man's Battle (Arterburn)

Every Young Woman's Battle (Ethridge)

Lies Every Young Woman Believes (DeMoss)

Mirror Ball (Redman)

Not a Fan (Idleman)

Popular: Boys, Booze, and Jesus (Baldwin)

Speak Love: Making Your Words Matter (for girls) (Downs)

Spiritual Development—general

The Cure (Thrall)

Golden Booklet of the True Christian Life (Calvin)

Good Faith (Kinnaman)

Grace Walk (McVey)

Knowing God (Packer)

A Loving Life (Miller)

Love Walked Among Us (Miller)

Overcoming sin and temptation (Owen, revised by Kaple & Taylor)

Spiritual Disciplines for the Christian Life (Whitney)

When Helping Hurts (Corbett)

C.S. Lewis Books - Great Divorce, Screwtape Letter, Problem of Pain, Miracles, Abolition of Man, A Grief Observed



Group Meetings

LEADING GROUP MEETINGS WITH T.E.A.M.S.-MODEL

Discipleship Vision:

“Life-on-Life missional discipleship is laboring in the lives of a few with the intention of imparting one’s life, the gospel, and God’s Word in such a way as to see them become mature and equipped followers of Christ, committed to doing the same in the lives of others.”

Distinctives to remember when discipling others

Small Groups	Discipleship Groups
Knowledge transfer Leader is a teacher Fellowship Missional hope Low commitment, low cost	Life transformation Leader is a disciple, coach, mentor Leader development Missional experience High commitment, high cost

T.E.A.M.S.

Jhi Discipleship Groups follow the T.E.A.M.S.-model developed by Randy Pope. T.E.A.M.S. stands for *Truth, Equipping, Accountability, Mission, and Supplication (prayer)*. These emphases that foster life transformation in human hearts.

Truth

Share biblical truth with students.

Equipping

Help students understand the biblical truth and how to apply it in their lives.

Equipping goes beyond teaching –“talking *at* them”—to coming alongside them to model how to apply truth. Equipping includes “talking *with* them”—explaining, asking questions of students, giving students opportunity to ask questions, and listening to see if they understand.

Ex: Model how to have a quiet time, and then give them a challenge to have their own quiet times at home that week. At the next meeting, group members can ask questions and share about their experiences.

Accountability

Support students in such a way that models for them how to identify their sin, break sinful behavior patterns, and live in surrender to God.

Ex: When a group member is struggling with a sin, ask questions that help the student find the root cause behind the sin. When the student needs support to break sinful behavior patterns and live in light of God's truth, come up with an agreed upon follow-up question that you will regularly ask the student.

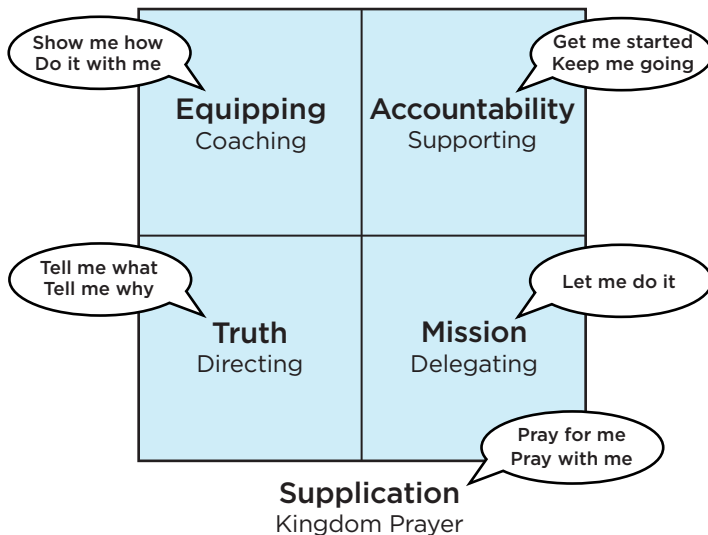
Mission

Help students understand what Jesus meant when he commanded us to “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age” (Matthew 28:19-20).

Ex: Model for students how to build relationship with others where they live, attend school, and play, seeking to find unbelievers. Being missional includes students learning how to interact socially with others, boldly approaching others, encouraging others, serving others, and learning how to share the gospel and their testimony. It also includes becoming aware of how they can participate in ministry throughout the world.

Supplication

Pray for and with students.



*From Randy Pope's book, "Insourcing".



Group Meetings



Group Planning Worksheet (long version)

Lesson: _____ Date: _____

1. What **announcements** need to be made? Do I want to use an Ice Breaker question/game?
2. What is the main **TRUTH** of this lesson that I need to focus on?
What do group members already know about this truth/topic? (*List group members by name, and think about each of them as related to this truth/topic.*)
3. What is the main **EQUIPPING** question or activity of this lesson that I will focus on?
Is there a story from my own life that would help **EQUIP** group members?
4. What is the main **ACCOUNTABILITY** question of this lesson that I will focus on?
5. What is the main **MISSION** of this lesson that I will focus on?
6. What is the main **SUPPLICATION** focus that I will lead our prayer time about?
7. What **challenge** or **take-home assignment** will I give the group?
8. Which group members do I need to **follow-up** with this week?



Group Planning Worksheet

Lesson: _____ Date: _____

1. Announcements?

Ice Breaker?

2. Main TRUTH of lesson:

What do group members already know about this truth/topic?

3. EQUIPPING question/activity I will focus on?

Is there a story from my own life that would help **EQUIP** group members?

4. ACCOUNTABILITY question I will focus on?

5. MISSION question/activity I will focus on?

6. SUPPLICATION focus for prayer time?

7. Challenge or take-home assignment:

8. Which group members do I need to follow-up with this week?



JhiD-SHIP Group Planning Worksheet

Lesson: _____ Date: _____

1. Announcements?

Ice Breaker?

2. Main TRUTH of lesson:

What do group members already know about this truth/topic?

3. EQUIPPING question/activity I will focus on?

Is there a story from my own life that would help **EQUIP** group members?

4. ACCOUNTABILITY question I will focus on?

5. MISSION question/activity I will focus on?

6. SUPPLICATION focus for prayer time?

7. Challenge or take-home assignment:

8. Which group members do I need to follow-up with this week?



Group Planning Worksheet

Lesson: _____ Date: _____

1. Announcements?

Ice Breaker?

2. Main TRUTH of lesson:

What do group members already know about this truth/topic?

3. EQUIPPING question/activity I will focus on?

Is there a story from my own life that would help **EQUIP** group members?

4. ACCOUNTABILITY question I will focus on?

5. MISSION question/activity I will focus on?

6. SUPPLICATION focus for prayer time?

7. Challenge or take-home assignment:

8. Which group members do I need to follow-up with this week?



JhiD-SHIP Group Planning Worksheet

Lesson: _____ Date: _____

1. Announcements?

Ice Breaker?

2. Main TRUTH of lesson:

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Group Values

During the first or second group meeting, you and the students in your group will define values that are important to your group. If your group created Group Values last year, then take some time to review those.

Directions:

- Ask: What are some values that would...
 - ...help us grow in community together?
 - ...help us as a group to stay focused on growing closer to Jesus?
 - ...help us treat each group member as a creation made in God's image? (1 John 4:11-13)
- Starting with the leader, each group member contributes 1-2 group values.
- Write down the values.
- Encourage students to have ownership in the group by sharing:
 - "These are *our* group values. I can't make this group great on my own. All of us have to give our all to making this group a group that loves God and loves one another."
 - "These group values are for our group meetings and should be upheld outside of our group meetings (at school, etc.)."
- Encourage students to come up with a code word that anyone in the group can say when another member is getting off topic. Let students make suggestions for a code word, and then vote on it.
- Pray for your group and for God's help in honoring the Group Values.
- All group members should have a copy of the Group Values and be encouraged to memorize them and review them often as a group.

Examples of Group Values

Affirmation

Being encouraging to one another, building each other up in Christ, and helping each other grow in Christ.

Availability

Giving wholly of our time, attention and insight.

Prayer

Praying for each other's needs on a daily basis.

Openness

Sharing what is on our hearts and minds.

Honesty

Speaking the truth in love.

Safety

Knowing that differences are accepted.

Confidentiality

Everything said in the group must stay in the group and not be shared with students who are not in our group. (If someone shares that they are in danger, we'll trust our leader to share appropriately with Jhi staff in order to help our fellow group member.)

Sensitivity

Respecting and being aware of the needs, feelings, backgrounds and current situations of all group members.

Accountability

Being open to other group members for support, encouragement and help in a particular area of your life.

Evangelism

Being committed to sharing Jesus' love where we live, at school, and where we play.

After creating the Group Values, be sure to go over the Confidentiality Statement:

Confidentiality between Discipleship Leader and Student

Volunteer Group Leaders will maintain confidentiality except in the case where the student is in a "life endangerment" situation. In these situations, a Discipleship Leader/Connect Group Leader is legally obligated to report to those in authority in order to provide the student the help needed.



Wisdom & Tips from other Group Leaders

“Boys can go deep. You just have to lead them. Enjoy the craziness of the age, and watch the Holy Spirit work.” **Shawn Willoughby**

“Preparation is good, praying for Holy Spirit to take over and lead and putting aside your own agenda is better.” **Darlene Penner**

“Just invest your time and love. You don’t have to always say the right thing.” **Gabe Pappanastos**

“It is hard but good – do it for more than 1 year with same group.” **Cheryl Benz**

“Consistently encourage the students in their growth together as friends.” **Shannon Edmondson**

“Don’t treat them as kids. They are becoming adults and have real issues. (2) Don’t expect great fruit. You are planting seeds that will sprout over a lifetime. (3) Prepare well, pray, show up, and trust God with the results. (4) Ask questions. Don’t lecture. (5) The truth you discuss should be narrowly focused, brief, and simple.” **Stephen Jacques**

“Wear a helmet, it’s like riding a bike. You will fall but will also have successes. You are making an impact. They will need you often times more than both of you realize.” **Ashley Luchenbill**

“Let the spirit lead – follow Him and the group will prosper. Only great sacrifice yields great rewards!”

Chris McLatcher

“I was convicted early in the year that God was calling me to not only teach the girls but to actively participate in learning with them. Some great discussions happened because my own heart was being impacted by the material.” **Lindsay Rutherford**

“Some of the best discussions come with only 2-3 girls.” **Tina Riemer**

Development of Young Teens

(12-14 years of age)

A RESOURCE OF THE CDC—CENTERS FOR DISEASE CONTROL AND PREVENTION

Available at: www.cdc.gov

Developmental Milestones

This is a time of many physical, mental, emotional, and social changes. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period. They might be worried about these changes and how they are looked at by others. This also will be a time when your teen might face peer pressure to use alcohol, tobacco products, and drugs, and to have sex. Other challenges can be eating disorders, depression, and family problems. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests, although parents are still very important.

Here is some information on how young teens develop:

Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong.

Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- Be honest and direct with your teen when talking about sensitive subjects such as drugs, drinking, smoking, and sex.
- Meet and get to know your teen's friends.
- Show an interest in your teen's school life.
- Help your teen make healthy choices while encouraging him/her to make his/her own decisions.
- Respect your teen's opinions and take into account his/her thoughts and feelings. It is important that he/she knows you are listening to him/her.
- When there is a conflict, be clear about goals and expectations (like getting good grades, keeping things clean, and showing respect), but allow your teen input on how to reach those goals (like when and how to study or clean).

Ideas: Engaging Students in Discussion

Setting the Tone of the Group

Create an environment of transparency and authenticity by:

- Confessing your own sin (appropriately)
- Making sure students understand, “What is said here, stays here.” (The exception is when the student shares a life-endangerment situation.)
 - If you are parent of a group member, you may need to let the students know that you are there for them and that you will keep your conversations with them confidential.

Give the students a voice in the group.

- Make a shift from teacher to mentor. Being a mentor is the goal.
- If you are a parent of a group member, make the shift from being a parent to being a mentor.
- Be sure to facilitate and create conversation rather than going through a lesson.
- Determine what resonates with students, and build a discussion on that
 - Hear from God. Ask God for direction.
 - Hear from students. What things do they talk about? Ask them directly what areas of life they would like to know how to apply God’s Word.
 - Hear from yourself. What truths or encouraging messages has God impressed on your heart to share with Jhi students?

Shift from students looking at every verse in the Bible to focusing on students understanding 1 Bible Truth each week and a supporting passage.

Review Group Values

Review the Group Values on a regular basis. It will remind group members of the purpose of the group and why they are in the group.

Code Word

Encourage students to come up with a code word that anyone in the group says when another member is getting off topic. Let them make suggestions for a code word, and then let them vote on it. One group came up with the phrase, “Let’s go to the basement.” Translation: “Let’s go deep!” As leaders, we can get off track, too. Empower the group members to say the code word to you when needed!

Share Your Vision for Group Members

Look for natural opportunities to share with group members why you are with them. The students don't yet have the perspective to see just how important discipleship can be in their lives. As leaders, it's our role to cast that vision for them. Tell them why you are serving as a group leader. Tell them what your heart for them is, for example: "My heart for you is that you would come to know Jesus more and that you would know that He delights in you." Remind them often of your heart for them.

3 Options for Distracted Students

If a student is distracting others from participating in group discussion, give the student 3 options: 1) You can participate with the group, 2) Leave the room for a couple of minutes to compose yourself and come back and participate, or 3) Call your mom/dad to pick you up.

If a student is distracting to the rest of the group on a regular basis, spending some time with the student outside of the group meeting can make a big difference. Often students need some extra attention and/or don't feel comfortable sharing in the group. Spending time with the student and 1-2 other group members can help.

3-5 Adjectives Activity

Before we can help a student take the next step spiritually, we need to learn where they are spiritually. That takes time. This activity is an easy, engaging way to learn what each student thinks and believes. It is a great activity to use when a new topic is introduced in the curriculum.

3-5 Adjectives Activity

Directions:

- Give each student a notecard.
- Say: "I want you to write down 3-5 adjectives to describe prayer (or whatever the lesson topic is). Write your names on the notecards. When everyone is done, I'm going to take up the cards and read them aloud, but I'll keep the person's name confidential. I want you to be really honest. If you think prayer is miserable, write that down. If you think prayer is enjoyable, write that down. Be honest."
- Take up the cards, shuffle them, and read the adjectives aloud.
- Then ask 1-2 questions from the curriculum lesson, and give each group member a chance to answer. Examples: Do you pray regularly? Why do you pray?

Question to ponder

Give group members a question to think about on their own, and have them journal on a piece of paper or write down their answers on an index card. Use a question from the curriculum, or come up with a new question.



Share in Pairs Activity

Pair group members up to discuss 1-2 questions from the curriculum or questions you make up. Strategically pair up students who don't know each other that well.

Example:

- A group had 3 students who attended Perimeter Christian School and 3 students who attended public school. The leader created 3 pairs, pairing up a student from PCS with a student from public school, and encouraged pairs to spread out in the room. The lesson topic was "Prayer," so the leader asked each pair of students to:

Share about prayer at your school.

Does your school allow prayer? If so, when is prayer allowed?

Are you taught about prayer?

Do you have teachers who pray?

After giving the students enough time for discussion, the leader gathered group members back together and gave them a chance to share something they learned from the sharing time.

Share Stories

Students love true stories, and stories are a powerful way of helping students understand how to apply Bible Truths to their daily lives. As you think about the Bible Truth for the week, think about stories from your own life that illustrate the Truth. ***Covers T.E.A.M.S.: Equipping**

Examples:

- The Bible Truth is "We forgive because we have been forgiven by God." You share a story of how you forgave someone who hurt you and how Christ's love compelled you to forgive. Another option is to share a story of how a Christian brother or sister forgave you and how it helped you to understand God's love on a deeper level.
- You are modeling for the group how to have a "quiet time"/spend time with God. Share how God helped you understand how a quiet time is more than a task you check off a list, but it's a way of getting to know God more – discovering what makes Him happy, what makes Him sad, what makes Him mad, what makes Him cry, what He values, what and who He love, etc. Share a specific example of how God's Word has strengthened your relationship with Him.

When you are ready to go to the next level of storytelling, begin to use stories as "scenarios" and challenge students to think about how to apply the Bible Truth in that scenario.

Example:

- The lesson is on the topic of "Thriving under Authority," and the Bible Truth is "God has given you an important role in your family. Your role is to honor your parents and be obedient to them" based on Ephesians 6:1-3. You share a story of when you were in high school and your parents made a decision for you that you didn't like. Before you tell how the story ended, you stop and ask students, "What would you do in that situation in light of the Bible Truth?"

Meeting Starters

HIGH / LOW

Start the group by asking each group member to share 1 HIGH & 1 LOW from the week. The person on the right of the person sharing prays about what was shared. The HIGH becomes the PRAISE. The LOW becomes the PRAYER REQUEST. For talkative groups, give each group member only 1 minute to share. For active groups, do this activity as a prayer walk.

Ice Breakers

Ice Breakers encourage community in a newly formed group or in a group where a new member has joined. Start the group meeting off with an ice breaker question that everyone answers. To make it easy, buy a question game, such as *Would you rather?*, and use the game cards.

Some ice breaker questions to start you off:

1. Does your name have a special meaning and/or were you named after someone special?
2. What was the best birthday you ever had?
3. If you could have an endless supply of any kind of food, what would it be?
4. What is your favorite holiday? What do you enjoy about it?
5. What punctuation mark best describes your personality?
6. If you could press a button that would do 1 thing for you, what would it do?
7. What would make for a ridiculous new national holiday?
8. If your alarm clock could wake you up with spoken words, what would it say?
9. If you had to give up one of your senses (seeing, hearing, feeling, smelling, tasting) what would you choose?
10. Which of the seven dwarves describes you best? (Doc, Happy, Sleepy, Bashful, Sneezy, Grumpy or Dopey)

ICE BREAKER: Animal Name Game

Directions: Go around in a circle with each group member sharing his/her name along with an animal name that starts with the same first letter. Example: Ardvark Adam, Salamander Sally, Raccoon Rachel. See who can remember every name.

ICE BREAKER: 2 Truths & a Lie

Directions: Take turns with each group member sharing 2 truths about himself/herself and 1 lie, and the other group members guessing which statement is the lie.



ICE BREAKER: M&M Game

Supplies: A bag of M&M's (avoid peanut M&M's as many students have allergies), napkins

Directions: Every group member picks out a handful of M&Ms. Leader picks one of the colors below, and every person with that color shares. Ex: The leader chooses red, and every group member with a red M&M shares the last book he/she read or last movie he/she saw.

RED—Last book you read or movie you saw.

ORANGE—Activities you enjoy doing. (The # of orange M&M's is the # of activities you list!)

YELLOW—Favorite snack

GREEN—Share something about your childhood.

BLUE— Adjective to describe yourself. (The # of M&M's is the # of adjectives you come up with to describe yourself!)

BROWN—Favorite vacation spot or summer memory.

ICE BREAKER: Group Values Charades

Supplies: Notecards

Directions:

- See who can name all of the Group Values for your group.
- Ask students to write Group Values on notecards (1 value per card).
- Students take turns drawing a notecard and acting out the Group Value written on the card. Other group members try to guess the Group Value.

Ice Breaker Question Game #1

Before group meeting:

1. Write the following statements/questions on index cards (1 per card):
 2. This activity was written for a group of 8, including the leader. If your group is larger, you will need to make sure there is a question for every group member.
- My favorite possession is _____ because ...
 - If I was a brilliant scientist and could invent anything or cure any disease, I would _____ because ...
 - If I could be any celebrity for a day, I would be _____ because ...
 - One of the bravest things I've ever done:
 - If I had a time machine, I would _____
 - When I grow up, I want to be a _____ (chef, nurse, mom, scientist, author, etc.)
 - I think one of the best things about being a teenager is _____
 - I would rather travel the world or walk on the moon? And why?

Directions:

Each group member takes a card, reads the question/statement, and writes his/her answer on the card. Collect all the cards. An appointed group member will be the "Reader." He/she will read the statements off of 1 card at a time, pausing after each statement to give all group members a chance to guess who wrote it.

Ice Breaker Question Game #2

Before group meeting:

1. Write the statements/questions below on index cards (1 per card):
2. # of notecards needed: 2x's the # of group members (including you)

Directions:

Shuffle the cards. Group members take turns drawing a card, reading the statement/question aloud. Then every group member takes a turn answering the question/completing the statement.

- I would rather be an Olympic gold medalist or an award-winning movie actress? And why?
- If someone made a movie of your life, would it be a drama, comedy, action film, or science fiction film?
- Are you a morning or night person?
- Do you have pets?
- If you could have an endless supply of any candy, what would you get?
- What is the last book you read (besides a textbook or the Bible)?
- What is something quirky or special about you?
- If you had the power to drop any class from your school load, what would you drop?
- What are 3 words that describe you?
- What is something you are really good at or a special talent you have?
- When was the last time you were lost...or you lost something?
- Salty, Sweet, Sour, or Spicy?

Add some spiritual/church questions to learn more about each student's relationship with God.

Examples:

- How old were you when your parents started bringing you to church? How long have you been at Perimeter Church?
- When it comes to reading the Bible, I read it because...(can choose more than 1):
 - ☐ My school makes me
 - ☐ I feel I have to
 - ☐ I feel I need to
 - ☐ I want to

Add some questions from the curriculum lesson for that week. Examples:

- What do you find yourself doing most often—going with the crowd or doing what pleases Jesus?
- Why is it important to stand out from the crowd?
- Do you feel that the way you live your life helps others see Jesus?

Use your Group Values to create a question.

- "Being Family" was one of our Group Values. What would it be like for us to be family?

Serving Together as a Group

There will be many opportunities for your group to serve together, including Jhi Serve Day in November, during the holidays, and at the Bricks on Fridays throughout the year. Community Outreach will provide your group some great options for serving, also listed at www.perimeter.org/communityoutreach. Whenever your group serves together, be sure to have a “Debrief” time to help them process what they experienced and learned.

Covers T.E.A.M.S.: *Equipping, Mission, Supplication

Debrief: Equipping Questions

- Share cool stories from our serving experience.
- What impacted you most?
- What did you learn about God?
- How did you get to share Christ with others?
- What did you learn or experience that will change the way you live and represent Jesus?

Supplication

Praise God for the cool stories shared, and pray for God’s blessings for the people who were/will be served.

Supporting Students who Serve Regularly in the Church & Community

Many Jhi students serve as regular volunteers in the church and in the community. Some ways that Jhi students serve include;

- Jhi Servant Team
- Nursery helpers
- Kids Town Discipleship Leaders
- Kids Town *Got Truth?* helpers
- Kids Quest worship & drama teams
- Sunday morning greeters

Asking questions can encourage students who are serving, help them process their experiences, help them grow as leaders and inspire other group members to serve. Serving regularly also helps students realize that this is their church, where they are valued and have a place.

Covers T.E.A.M.S.: *Equipping, Accountability, Mission, Supplication

Equipping Questions:

- Who is serving in a ministry of the church? Describe how you serve.
- Why did you chose to serve? Why did you chose to serve in that ministry?
- What are you learning about the people you serve?
- Are you facing any challenges that we can help you with or pray about?
- What brings you joy when you serve?
- What are you learning about serving others for God’s glory?

**More Equipping Questions: For students who serve younger children:**

- Think about the children you minister to. What do you want them get out of the time you spend with them each week?
- At the end of the ministry year in May, what message about God do you want them to understand?
In what ways (verbal and nonverbal) can communicate this message to them?

Accountability Questions:

- How do you prepare your heart to serve?
- Is there anything you would like our group to keep you accountable to that would help you become a more loving leader?

Supplication

- Encourage students to pray for the people they minister to on a weekly basis. If they came up with a Bible verse for their ministry, they can pray that verse over those they serve.
- As a group, pray for the group members who serve and for those they serve.

Mission

A key difference between a small group and a Discipleship Group is that a small group has “missional hope,” while a Discipleship Group has “missional experience.” Discipleship is about “being with” the students and modeling how to follow Jesus.

- If possible, consider serving with the student one or more times during the ministry year.
- For students who serve as Discipleship Leaders in Kids Town, ask the student to bring a future curriculum lesson to the next group meeting. Model how you plan for group meetings, and then pair students up to plan a group meeting using the Kids Town lesson. This could also be a take-home assignment that is discussed the next week.

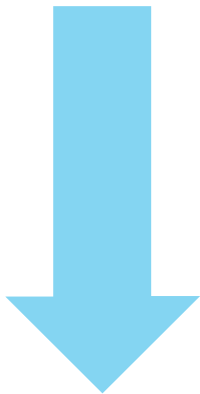
Pursuing the Heart

From Perimeter Church Life on Life Ministries

It is a fluid model. It is an art not a science. Your goal is to love the other person well, not to complete the steps of HEAR. At times, you may just need to be with the other person before asking any questions, particularly when you need to empathize or mourn with the other person. Here you ask questions only to clarify the situation and to know how to be present with the other person. Once you've been present with the other person, then you can move onto other questions. Defining action steps is dependent on how many steps in the model you can authentically move through. Don't press. Listen and follow your intuition.

4 ASPECTS OF THE HEART

THOUGHTS



FEELINGS



CHOICES



DEEP DESIRES





Pursuing the Heart:

H.E.A.R. Exercise

A DISCIPLING TOOL FROM PERIMETER'S LIFE ON LIFE MINISTRIES

Holy Spirit

Trust that the Holy Spirit is at work in the heart. *"And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ."* – Philippians 1:6

We know that only God can change a heart, yet as leaders, we often want to give counsel too quickly. We need to leave room for the Holy Spirit to guide group members. Our greatest role as leaders is to **LISTEN & LOVE**. When a person truly feels heard, that person feels loved.

Engage the Whole Heart

The heart is the whole person, the inner person, including his/her thoughts, emotions, and deep desires.

Ask Open & Powerful Questions:

The following 4 questions draw out the 4 aspects of the heart.

1. What are you **thinking**?
2. What are you **feeling**?
3. What **desires** are touched in you?
4. What **choices** do you want to make?

LISTEN & LOVE! Create space so the person can think, the Holy Spirit can move, and the person can come to his/her own conclusions. The good news is that you don't have to have the answers; your role is to help the person think/process by LISTENING & LOVING.

Note: Other ways to ask Question 4:

What do you feel led to do? What does God's Word say about that? Does that feel holy?

Respond

Instead of sharing your opinion with the student, respond from your heart. Tell the group member how you were impacted from what he/she shared. Then, ask other group members to share how they were impacted.

Pursuing the Heart:

“Pleasant & Unpleasant Feelings” Page

A DISCIPLINE TOOL FROM PERIMETER’S LIFE-ON-LIFE MINISTRIES

This page can be used in the H.E.A.R. exercise with question 2, “What are you feeling?”
Aid the person answering the questions by showing him/her this page.

<i>Pleasant Feelings</i>									
OPEN	ALIVE	POSITIVE	confident		HAPPY	EAGER			
<i>reliable</i>		joyous	optimistic	<i>determined</i>	fulfilled	<i>fortunate</i>	free		
excited	amazed	delighted	<i>blown-away</i>	BOLD	sympathetic				
thankful		GOOD	brave	interested	<i>important</i>	<i>peaceful</i>			
powerful	capable	SATISFIED		ENCOURAGED	CHALLENGED	Receptive			
ecstatic	<i>content</i>	<i>daring</i>	Elated	<i>relaxed</i>	awesome	blessed			
LOVE	Jubilant	reassured		STRONG	warm	safe			
<i>surprised</i>	unique	touched	secure						

<i>Unpleasant Feelings</i>									
ANGRY	CONFUSED	<i>disillusioned</i>	SAD		irritated	<i>uncertain</i>			
disrespected	sorrowful	enraged	<i>indecisive</i>		HURT	aching			
grief	hostile	hesitant	crushed		<i>impotent</i>	anguish			
annoyed	deprived	<i>desolate</i>	hateful	skeptical	dejected				
desperate	bitter	tense	rejected	unhappy	offended	lonely			
INDIFFERENT	tormented	dismayed	neutral		DEPRESSED	reserved			
heartbroken	AFRAID	disappointed	weary		agonized				
fearful	discouraged	humiliated	terrified	frustrated	betrayed				
disinterested	alienated	anxious	powerless	<i>wronged</i>	panic				
diminished	HELPLESS	scared	repugnant	alone	despair	worried			
disgusting	paralyzed	doubtful	useless	ashamed		wary			



Pursuing the Heart:

Discussion Starter & H.E.A.R. Exercise for Jhi Groups

Here's an idea for getting a good conversation started in your Jhi Group that can lead to an opportunity to *pursue a heart*.

Leader, ask yourself, "*Is there something significant that group members are currently facing or will face in the near future?*"

Sample answer: *High school*

Discussion Starter & H.E.A.R. Exercise

Supplies: Notecards, "Feelings" sheet

Directions:

- Each group member takes a notecard, writes name on notecard, and writes responses to the following questions:
When it comes to high school, what do you look forward to?
When it comes to high school, what concerns you?
- Give group members a chance to share what they wrote.
- Share with group members that there are some questions that can help them process what is in their hearts, and help them work through their fears, struggles, make decisions, etc.
- Ask for a volunteer who wants to use the questions to think through a concern he/she has about high school. Then go through the H.E.A.R. questions with the group member. Ask other group members to remain quiet so that their fellow group member can get the most out of the process.
 1. *What are you **thinking**?*
(Group member chooses a concern he/she has about high school.)
 2. *What are you **feeling**?* (Let him/her use the "Feeling" sheet.)
 3. *What **desires** are touched in you?*
 4. *What **choices** do you want to make?*

Respond: Tell the group member how you were impacted from what he/she shared. Ask other group members to share how they were impacted or to call out a godly character trait they saw in their fellow group member. Ask for a volunteer to pray for the group member who shared.

Ask for another volunteer and repeat. If time runs out, take up the notecards, and continue the discussion next week.

Providing Accountability for Students

The reality is that some students in your group are Christians and some students are not Christians. Some students have a desire to grow in Christ; some students have no desire to grow in Christ. Some students have a lot of questions about whether they are truly Christians. The students who have a desire to grow spiritually are the students you should focus on offering specific accountability to in order to help them take the next step toward Jesus.

Covers T.E.A.M.S.: *Equipping, Accountability, Supplication

Draw out the student's heart.

Once you've identified the students who have a desire to grow spiritually, the next step is to determine where they want accountability.

- Basic areas to ask them about: their prayer life, Bible reading, Christian friendships.
- Try to avoid questions that lead students to give a "Yes" or "No" answer.
- If a student makes a comment that seems to indicate that he/she may have a struggle, ask questions to draw out his/her heart. Ex: a boy might say, "I got in trouble today because I haven't been doing my math homework." Ask, "Why are you not doing your math homework?" Keep asking questions until you get to the root reason of why he is not doing his homework.
- Sometimes the best way to pursue the heart is while having dinner together or doing an activity together.
- For students who want accountability, help them identify a goal they want to accomplish, and come up with an accountability question. (Sample accountability questions included below.)

Contact the student during the week.

Determine when you will contact the student with his/her accountability question. Determine how you will contact him/her (text, email, call) or follow-up in your weekly group meeting.

Pray!

Only God can transform hearts! Ask Him to do so!

Sample Accountability Questions:

- How has God's Word changed your heart this week?
- How much time have you spent with God this week? Have you spent time in prayer? When?
- How have you been tempted to compromise your purity? Have you looked at any inappropriate material that made you lust or covet?
- How have you handled your time, treasure, and talent?
- How have you cared for your body? Exercise? Eat right?
- Have you cheated on school work or stolen anything?
- Have you consumed drugs or alcohol?
- Have you served anyone?
- Have you been a witness to anyone?

- Do you have unresolved conflict with anyone?
- Which fruit of the Spirit have you had the hardest time living? Why?
- Have you honored your future spouse and God by the way you have acted, talked, and dressed around members of the opposite sex this week? Have you done anything that could be seen as inappropriate?
- Have you honored or dishonored your body this week by trying to attain a certain body image?
- Have you let someone or something sit on the throne of your heart this week?
- Have you elevated yourself above others this week/been judgmental? Who did you think you were better than this week? How did you convince yourself that you were? Why did you convince yourself that you were?
- Were you envious of other girls/guys this week?
- Were your motives for loving people impure this week?
- Have you done something this week to make you win approval from people and not from God?
- Did you make the most of your time this week/fulfill your life purpose?
- Did thoughts about yourself overcome you this week?
- Did your words honor the Lord this week? Have your words built others up or tore others down?
Have you participated in gossip?
- Did you fight with, roll your eyes at, backtalk, make fun of, or simply disrespect your parents this week?
- What do you NOT want to share?
- Have you twisted the truth to make yourself feel better?
- Have you answered any of these questions dishonestly?

Many of the definitions, illustrations and worksheets used in this notebook have been developed by Perimeter Staff and were adapted from Perimeter Church's Ministry Plan, Perimeter Church's Discipleship Ministry and Life on Life Ministries. Permission for use has been granted by each organization.

For more information about these ministries and other ministries of Perimeter visit **www.perimeter.org** and **www.lifeonlife.org**.