

# **World Community**

**Discipleship Development for Youth**

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Community of Christ  
Religious Emblems Program



## Contact Information

To find out more about World Community, to enroll, to order awards, or to become a registered youth worker with the Community of Christ, contact

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Community of Christ World Headquarters  
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Independence, MO 64050 USA

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## Printing Instructions

To print the entire resource, print pages 1 to 65. To conserve paper and print for a specific age-level, use the following guide

For the Light of the World level, print 1 to 25 and 62 to 65.

For the Path of the Disciple level, print pages 1 to 7, 26 to 43, and 62 to 65.

For the Exploring Community Together level, print pages 1 to 7 and 44 to 65.

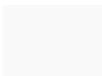
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# World Community: Discipleship Development for Youth

## Introduction

*World Community: Discipleship Development for Youth* program is open to any youth age eight to eighteen, and serves as the Community of Christ religious emblems award for youth serving organizations worldwide.

Young people, disciples or friends of the Community of Christ, have the opportunity to further their discipleship through completing and documenting creative projects and activities. They accomplish this through the creation of a portfolio/scrapbook demonstrating their involvement in the life of the church and the community with the assistance of an adult mentor.

Youth may work individually or in groups as part of scouting units, classes, retreats, camps, youth groups, or clubs.

This program is not designed to replace regular religious education classes that are a part of weekly church school. Youth are encouraged to participate in *World Community* in addition to their regular church school classes.

## Eligibility

*World Community* is designed for three different age levels: *Light of the World*, for eight years of age and above; *Path of the Disciple*, for youth eleven years of age and above; and *Exploring Community Together*, for those fifteen years of age and above. All though the materials are age specific, youth are encouraged to complete all three levels.

## Enrollment

Young people and their mentors are asked to enroll through the International Headquarteres Customer Service office by using the on-line form or by using the form provided in the Appendix of this resource. The purpose of enrollment is to track the development of youth in the church, to verify completion for recognition, and to provide information to ancillary organizations with which the church participates.

Youth are required to have an adult mentor to assist them in this program. Youth ministers, pastors, other leaders, and priesthood are encouraged to serve as mentors. The adult mentor must be at least twenty-one years of age and must be a registered youth worker with the Community of

Christ or the ancillary organization, if applicable. For more information about this requirement, contact the International Headquarters Customer Service office.

## Leadership

The program may be administered through Community of Christ congregations and jurisdictions or through the leadership of ancillary organizations.

Each Community of Christ congregation is encouraged to designate a *World Community* coordinator to serve as the liaison between eligible youth, qualified mentors, Herald House, which distributes these materials and other resources, and Poul Wilson who coordinates the program.

## Units

The program consists of nine units for each age level. Each unit consists of two pages, one with instructions and the other as an entry for the student's portfolio. The instruction pages consist of background information titled "Connection," followed by a section called "Project," which explains what to do. This is followed by a section called "Portfolio," which gives examples of how to

document the project. The last section is "Scripture," which outlines relevant scriptures to the topic.

### Youth Recognition

After completing the requirements for a specific level, the youth and mentor should complete an Award Application either on-line or from the Appendix of this resource. The mentor will be then sent the award materials. For the first award (regardless of level) the youth receives a level-specific pin, the World Community emblem, and a certificate.

On completion of additional age levels, the

young person receives a pin specific to that level and a certificate.

Mentors are encouraged to work with their pastor to recognize enrollment, and particularly completion, in a public venue, either in the community or congregation, and to exhibit all or part of the participant's portfolio. A sample order of worship for this recognition is in the Appendix.

### Adult Recognition

Adults who serve children and youth in the church and/or the community may be eligible for the *International*

*Youth Service Award*. The recognition is given at the level of the recipient's service: congregation, mission center, apostolic field, or World Church. Adults must be recommended by their jurisdictional officer or group/unit leader. The denomination does not offer an achievement program for adults.

For more information about the International Youth Service Award, contact Poul Wilson.

**Path of the Disciple  
ages 11 and above**

**Light of the World  
ages 8 and above**

**Youth Emblem  
with Insignias**

**Exploring Community Together  
ages 15 to 18**



# Serving as a World Community Mentor

## Introduction

Serving as a mentor in World Community requires having a heart for youth, being a disciple of Jesus Christ, and being a registered youth worker with the Community of Christ. Membership or familiarity with the Community of Christ is important.

For more information on how to become a registered youth worker with the Community of Christ, contact legal services and request information. This registration is a screening and selection process required for all who work with children and youth in the Community of Christ.

## Format of Lessons

There are four sections to each of the instruction pages. The first is "Connection." This answers the question "So what?"—the reason this unit is important and relevant to youth. The second is "Project." This answers "Do what?"—ideas on what the young person can do related to the topic. This is generally an activity, ministry, or service. The third section is "Portfolio." This answers "Say what?"—ideas on how to document the project. For older youth,

this might be in the form of a portfolio or similar record that can be added to a collection of work for determining scholarships, entrance into institutions of higher learning, or other. The final component is "Scripture." This section seeks to challenge the youth to connect the project to relevant scripture.

The opposite page is the "Portfolio" page. This page may be used by the youth as an entry for the portfolio, or they may use it as a guide to create their own portfolio entry pages.

The details of what to do and how to document are left up to the youth and mentor.

The World Community program is designed to be completed individually, but may also be adapted for groups of students with each working with one mentor. Review the materials and adapt as needed. Contact Poul Wilson if you need assistance or have questions.

## The Task of Mentoring

Mentoring serves at least two purposes in the World Community program. First, the mentor serves as a guide to assist the young person in finding information and resources to complete each

unit. Some units require contacting members of the congregation and/or community. The mentor is expected to assist with this process. The level of mentor involvement will depend on the age level of the youth, maturity, and abilities. The mentor is asked to read every part of every unit prior to giving it to the youth to complete. This is an important step in helping the young person complete it and feel successful about the program. Permission is also provided to photocopy any page in this material for distribution to other mentors, youth participants, and interested parents.

When the young person begins the program, the mentor is asked to fill out the World Community Enrollment Form, either on-line at the International Headquarters Web site or using the form found in the Appendix of this resource.

Once the young person has completed all units for one age level, the mentor must complete the World Community Emblem Application, also available on-line or in the Appendix. On receiving funds for the emblem, Customer Service will forward the emblem and appropriate age-level insignia (or just the insignia if the young person has received

it for completing a prior age level) and a certificate bearing the signature of the president of the church.

The Appendix also includes a suggestion for a short worship/celebration ceremony to acknowledge the young person for completing each level of the program. This should be adapted to fit the need of the congregation and situation.

## **Portfolios**

Each young person enrolled is expected to complete a portfolio demonstrating their involvement with their congregation and community. All three levels of the program may be documented in one portfolio or in three separate portfolios, to be determined by the mentor and the youth,

based on the participant's age and how soon the participant completes one level and moves on to the next.

The youth and mentor will review the lesson and determine how activities are to be accomplished and how to document each. Each youth and mentor team should determine their own pace to complete the program and the scope of each and all projects with consideration for family, school, church, and other obligations.

Alternatives or alterations of these activities are acceptable and should be worked out between the youth and mentor based on the interest and giftedness of the youth. For example, if a young person is interested in photography, the entire portfolio could

be a photoessay covering each topic. For younger participants, the portfolio may take the form of a scrapbook. There are many resources specific to scrapbooking available at a department and craft stores and on the Internet.

## **Continual Improvement**

Since this World Community resource is on-line or print-on-demand, it will be improved, expanded, and posted to the Web frequently. Please send corrections and ideas for either improving units or adding new ones. Send this information to the Poul Wilson at International Headquarters.

# 1:1 Christian Discipleship: Following Jesus Christ

## Connection

You are a disciple of Jesus. The word disciple means "one who follows." Jesus is more than just someone who lived more than two thousand years ago. Christians believe Jesus is the Son of God and savior of the world. From the scriptures, we can learn how close Jesus was to God. Jesus promised us the Holy Spirit that would lead us. Just as Jesus is connected to God through a special relationship, we are connected, to God through the Holy Spirit.

## Project

Following Jesus means different things to different people. For your project, ask a member of your family, a friend, and someone who goes to church with you "How do you follow Jesus?" Ask your pastor if there is something you can offer someone in your congregation or community that will help someone. Share what you are planning to do with your mentor.

## Portfolio\*

Because you are important to God, to the church, and to the community, use portfolio page 1:1 and place your own

picture in the box. Write in some basic information. Use rubber cement or a glue stick to hold the picture in place.

Write down what you learned from others about what it means to follow Jesus.

Jesus' ministry—in fact his entire life—took place in a relatively small, remote area of the world. Using the New Testament as a guide, look up the places listed below and draw a map with points on it for the places that Jesus visited. Next to each location, write down what happened or the point Jesus was making at that place. For a map on which to base your work, go to [www.bible-history.com/map\\_jesus/](http://www.bible-history.com/map_jesus/).

Based on the scriptures, Jesus visited the following cities during his earthly ministry:

Bethlehem  
Bethsaida  
Julias  
Caesaria  
Philippi  
Paneas  
Cana  
Capernaum  
Chorazin  
Decapolis  
Gennesaret  
Jericho  
Jerusalem  
Nain  
Nazareth  
Sidon  
Sychar  
Tyre

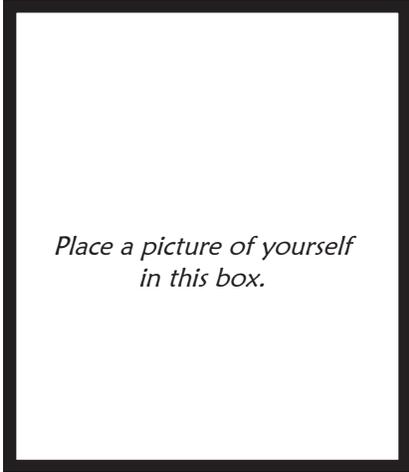
## Scripture

When we call ourselves "followers," we are saying that we try to be like Jesus and act like Jesus. To understand more about following Jesus, read Luke 9: 18–27 New Revised Standard Version. Jesus expected three things from his followers. Fill in the blanks in the middle column of your portfolio page.

## \*Making a Portfolio

As a part of the World Community program, youth are required to document work through a portfolio. For younger youth, this might take the format of a scrapbook. This would include creating a binder with a cover designed by the youth, and then placing the odd-numbered pages of this resource in the book, demonstrating the young person's work. This will be expanded for older youth to include additional pages demonstrating more details and alternative methods of documentation. There are numerous resources on scrapbooking to help you get started in arts and crafts stores or on-line.

# Portfolio 1:1 Following Jesus Christ



My name is \_\_\_\_\_.  
I am a follower of Jesus  
Christ.

I live with \_\_\_\_\_  
in \_\_\_\_\_.  
I attend church at \_\_\_\_\_.

## Scripture

Jesus expects three things  
from his followers:

---

---

---

Jesus expects us to deny

---

Jesus expects us to take up  
our \_\_\_\_\_

Jesus expects us to \_\_\_\_\_

---

---

## Map of Jesus' Ministry

Refer to [www.bible-history.com/map\\_jesus/](http://www.bible-history.com/map_jesus/) or a Bible with  
reference maps.

## How Do You Follow Jesus?

# 1:2 Christian Discipleship: Mission: Proclaim and Promote

## Connection

The mission of Community of Christ is to "Proclaim Jesus Christ and promote communities of joy, hope, love, and peace." To proclaim means to tell others about something you know. To promote means to tell others the positive qualities about something in order to get them to do something. Each person who follows Jesus Christ is called to proclaim Christ and to promote community.

## Project

One of the most important things Christians are called to do is share what we know about Jesus with others and to help create communities centered on Jesus' teachings. This project has three steps. First, make a list of ten things you know about Jesus Christ and a list of ten positive things about such a community. Next, share the list of the ten things you know about Jesus with someone you know. You may need to explain to the person you choose that this is a part of an activity required by your church for the World Community award.

Sometimes we need to be reminded of our responsibility to tell others about Jesus. To help your congrega-

tion do this, use the list of things you know about Jesus and the list of positive qualities about community to create "advertising" for your church to remind them of their responsibility. Visit with your mentor and pastor about which form of advertising will be best for your congregation:

- bulletin insert
- poster or flyer
- one-minute TV spot
- 30-second radio spot

The radio and video ads could be used on Sunday morning before worship. The bulletin insert could be placed in the bulletin the same week.

## Portfolio

As a part of your portfolio entry, make a list of ten things you know about Jesus Christ and the list of positive qualities about community. Use portfolio 1:2 or create pages of your own.

Write down the name of the person with whom you shared the information and their response. Be sure to write down the date, and if possible, have someone take a picture of the two of you and place it in your portfolio.

For "advertising" place a

copy of the bulletin insert or poster/flyer in your portfolio. Be sure to label it 1:2 and put your name on it.

If you are doing the 60-second video or the 30-second radio spot, you can either write out what you did using the next page as a guide, or you can write down a description and the audio portions and place them in your portfolio. You may also take a picture of people reading the bulletin insert, poster/flyer, watching the video or listening to the radio spot and include them in your portfolio.

## Scripture

There are many scriptural references about the call for disciples to proclaim the message of the gospel. Read the following scriptures and include these in what you share when you witness. You may also want to use the ideas in your advertising:

Luke 4:18–19  
who we are to tell

Acts 5:42  
where we are to tell

Ephesians 6:14–15  
what we are to tell

# Portfolio 1:2 Mission: Proclaim and Promote

Ten things I know about Jesus Christ.

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

*Place a photograph here and write an explanation below it, or use the space to create a design for your advertising.*

Ten qualities about "communities of joy, hope, love, and peace."

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

*Use this space to write a description of what happened when you shared the information about Jesus with a friend. What did you think about and say? How did you feel? What did they say? How did they feel? (Or use this space to design your TV or radio spot, bulletin insert or poster.)*

I shared this with

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

# 1:3 Christian Discipleship: What We Can Do for God

## Connection

One of the concepts embraced by Community of Christ is the understanding of giftedness. Regardless of age, we are all blessed with certain abilities that allow us to serve others. When we serve others, the ministry is not ultimately ours—it is God's.

A lifetime of service to God needs boundaries—not boundaries in relationship to God, but in our relationship with others. An example of this is a minister who spends time with others but neglects to spend time with his/her own family. These boundaries include knowing what you can do and knowing what you are not capable of doing. It includes those things you don't know how to do but would like to learn. It also includes limits that provide the giver to receive gifts from others. Such limits help others in the long run by maintaining health, both physically and mentally.

## Project

The project for this unit is: (1) to complete a list of skills and abilities, both physically and spiritually, that you possess in helping others, (2) look ahead and see what skills and abilities

you might want to develop in the future, (3) help at least one other person through the same process, and (4) work together to see what the two of you can do for God. This includes actually doing the service or ministry!

## Portfolio

Working with another person of your choosing, fill out portfolio page 1:3. For the "What I/We Can Do!," use the following list for ideas, adding your own or making them more specific:

- leadership
- witnessing
- sensitivity
- doing crafts
- discernment
- dreams, visions
- evangelism
- speaking
- faith
- giving
- healing
- helpfulness
- hospitality
- prayer
- interpreting
- understanding
- mercy
- visiting
- friendship
- teaching
- music
- drama
- writing
- cooking
- storytelling

For "Putting It Together for God," select one of your gifts and skills. Combine it with one gift or skill of the other person and write down an idea for a project or ministry. Then do it! Be sure to record the details or take a photo of the ministry or service and include it in your portfolio.

## Scripture

Becoming aware of our gifts and skills is a lifetime process. We are encouraged to do this in the scriptures. Look up the following scriptures to more fully understand why gifts and skills are important and how you might use them:

2 Timothy 1:6

Luke 11:10

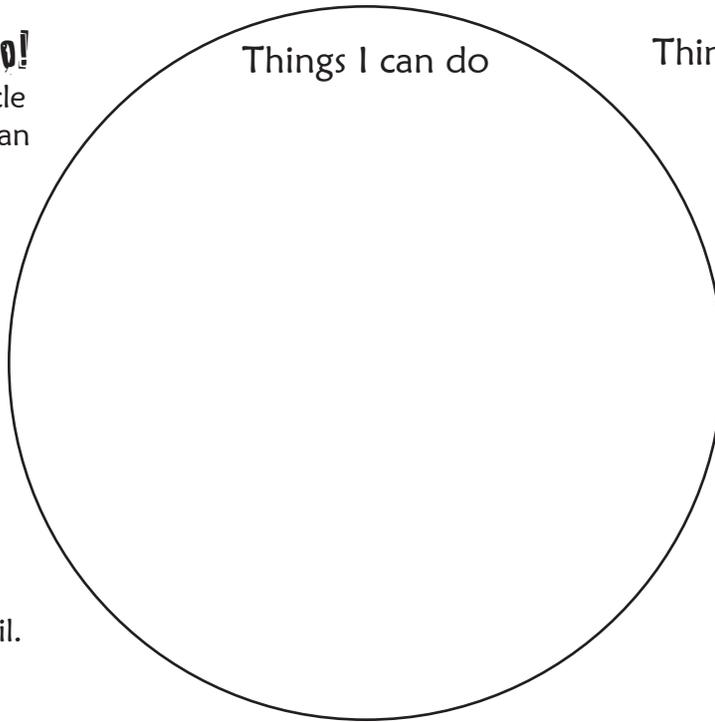
John 13:34

Write one of these scriptures on a piece of paper. Decorate it, demonstrating your artistic ability, and place it in your portfolio.

# Portfolio 1:3 What We Can Do for God

## What I/We Can Do!

Inside the circle write things you can do. Outside the circle write things you cannot do. Underline the things on the outside of the circle you would like to learn how to do. Have one other person do the same thing using a different color pen or pencil.



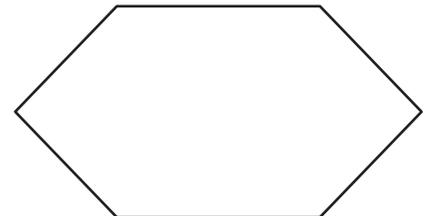
## Putting It Together for God



*In this rectangle write one of your gifts or skills.*



*In this rectangle write one gift or skill of the other person.*



*In the hexagon, write something the two of you can do together.*

## What We Did for God

In the box to the right, record, either by photograph, art, or writing, what you and one other person did for God.



# 2:1 Personal Generosity: Time and Treasure

## Connection

What was the greatest gift you ever received? While we typically think of things someone gave us for our birthday or Christmas when asked that question, as Christians, perhaps the greatest thing is not a "thing" at all, but rather eternal life, a life with God through our relationship with Jesus Christ.

In response to what God has done, we want to do good and live at peace with others. In order to understand how we might do this, we need to understand how what we have can be used for God's purposes. This unit focuses on the use of our time and the use of our possessions.

## Project

To understand what you have that you might use for God's purposes, your assignment for this lesson is to complete a review of your time

and treasures. An inventory is a list of things we own. Some of these might be "things" and some might be qualities that can be shared with others.

Complete the "Time and Treasure" activities on portfolio page 2:1. This will help you understand what you have that might help others.

## Portfolio

For the portfolio entry, insert page 2:1 after you have filled it out. As an option, you may do all of these activities on separate sheets of paper and make them larger. Decorate them with things that represent each: for the "Time" activity you may want to include a picture of a clock or calendar. For "Treasure" you may want to add pictures of each of the items and write out how each one might be used to help others.

## Scripture

There are several examples from the scriptures that indicate positive ways of spending time. One of the most important examples that includes how to act in community is found in Acts 2:46–47. Read the scripture and then think about the following questions. Using "One Day at a Time" as a guide, write down how you think the disciples in the scriptures spent each hour of the day.

1. Where did they spend their time?
2. What did they do in each of these places?
3. How did other people respond?

# Portfolio 2:1 Time and Treasure

## One Day at a Time

Write down how you typically spend your day, hour by hour.

- 6 a.m. \_\_\_\_\_
- 7 a.m. \_\_\_\_\_
- 8 a.m. \_\_\_\_\_
- 9 a.m. \_\_\_\_\_
- 10 a.m. \_\_\_\_\_
- 11 a.m. \_\_\_\_\_
- 12 noon \_\_\_\_\_
- 1 p.m. \_\_\_\_\_
- 2 p.m. \_\_\_\_\_
- 3 p.m. \_\_\_\_\_
- 4 p.m. \_\_\_\_\_
- 5 p.m. \_\_\_\_\_
- 6 p.m. \_\_\_\_\_
- 7 p.m. \_\_\_\_\_
- 8 p.m. \_\_\_\_\_
- 9 p.m. \_\_\_\_\_
- 10 p.m. \_\_\_\_\_
- 11 p.m. \_\_\_\_\_
- 12 midnight \_\_\_\_\_
- 1 a.m. \_\_\_\_\_
- 2 a.m. \_\_\_\_\_
- 3 a.m. \_\_\_\_\_
- 4 a.m. \_\_\_\_\_
- 5 a.m. \_\_\_\_\_

Next, make a list of those things you do each day of a typical week:

- Sunday \_\_\_\_\_
- Monday \_\_\_\_\_
- Tuesday \_\_\_\_\_
- Wednesday \_\_\_\_\_
- Thursday \_\_\_\_\_
- Friday \_\_\_\_\_
- Saturday \_\_\_\_\_

## TIME

Write, draw, or place a photo in this box that demonstrates the one or two things you do to share your time helping others.

## TREASURE

An important part of the life of a Christian is making an "offering" to the church in which they participate. In the scriptures, this was called "tithe" because it was about 10 percent of what the person had (tithe = tenth). Make a list of the top ten things you own and next to each one, write one way it could be used to help others.

ITEM	WAY TO USE IT TO HELP OTHERS
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

# 2:2 Personal Generosity: Sharing What We Have

## Connection

One of the most important lessons we learn as children is to share what we have. God not only blesses us with eternal life through Jesus Christ, but blesses us with other things like food, clothing, a home, family, school, and church. In return, we are to be good stewards over these things. That means to take care of them, and in some cases encourage their growth.

Sharing can take many forms. This is because each of us has been given different things by God and differing needs. Matching what we have with what others need is important as we grow.

## Project

To understand what the people around you think about sharing (and understanding how God wants us

to share) your task for this lesson is to conduct a survey. This means to ask people their opinions and then count how many people had similar opinions and how many didn't.

With the assistance of your mentor, make twenty copies of the form at the top of the next page. Hand these out to people in your family, church, or school (ask permission at school first).

After all are filled out by others, count the responses for each answer and write it on the bottom half of the page.

## Portfolio

For the portfolio entry, take the information from the bottom of the page and make a poster, chart, or graph showing the results of

the survey. With the help of your mentor, write a conclusion about the information from the survey. Put this information in your portfolio.

## Scripture

Read Luke 3:10–13. In this scripture Jesus challenges those who are around him to share two things. What are they? What advice did he give to tax collectors? How does this scripture relate to what you wrote in your conclusion?

# Portfolio 2:2 Sharing What We Have

## Survey the Situation

Check the answer that best describes you:

1. What would you rather give to help the poor:  \$20 or  20 minutes?
2. What would you rather do to help the environment:  plant a tree or  e-mail the government about your beliefs?
3. Would you rather:  invite a homeless person into your house for a home-cooked meal or  help in a food kitchen?
4. Would you rather give someone your:  favorite shirt or  your favorite compact disc?
5. Would you rather invite someone to attend:  Sunday worship or  church school class?

## Survey Responses

Record how many people indicated each response:

1.     \_\_\_ \$20  
       \_\_\_ 20 minutes
2.     \_\_\_ plant a tree  
       \_\_\_ e-mail the government about your beliefs
3.     \_\_\_ invite a homeless person for a home-cooked meal  
       \_\_\_ help in a food kitchen
4.     \_\_\_ give someone your favorite shirt  
       \_\_\_ give someone your favorite compact disc
5.     \_\_\_ invite someone to attend Sunday worship  
       \_\_\_ church school class

## Conclusion

*Do you believe the age of the person made a difference in their responses? Which of each of the survey questions seems like the greater sacrifice for you? Does sharing with others require a sacrifice?*

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# 2:3 Personal Generosity: The Impact of Generosity

## Connection

The generosity of many faiths have made positive impacts on their communities. Sometimes the acts have been large sums of money to pay for community libraries or create scholarships for students. Sometimes the generosity has come in the form of donating time to work at a recycling center. The attitude in which we give, rather than the amount, may increase the impact of our generosity.

## Project

Sometimes it is difficult to measure the impact of our actions. What might seem like a small act can make a big difference in our world. Your assignment for this lesson involves measuring the difference something small can make.

Make a batch of popcorn. Ask three friends or family members to taste the plain popcorn and rate how it tastes on a scale from one to ten. Add salt to the popcorn, and ask them to taste and rate it again. Next, add melted butter and repeat the process. Which did most of your friends or family like the best? What affect does salt have on the flavor of popcorn? butter?

Like adding salt and butter to popcorn, generosity added to our community has an incredible impact. If you could spend \$1 million to make your community a better place, how would you spend it? Ask your friends and family what they think is needed in your community as you consider what you would do.

## Portfolio

On portfolio page 2:3, write down the results and determine which type of popcorn was the most popular in the section "A Little Goes a Long Way." Write down the reasons you think your friends or family found it the best. Next, write how would you spend \$1 million to improve your community in "The Million-Dollar Question." Place the page in your portfolio, or design and create your own page for each activity.

## Scripture

Read Mark 12:41–45 about the offering of a poor widow. The impact of what we share is not always measured by how much money is spent on it. Sometimes a small gift can have a very large impact. Complete "One Small Gift" on portfolio page 2:3 to demonstrate the principle of this scripture.

# Portfolio 2:3 The Impact of Generosity

## A Little Goes a Long Way

Record the responses of three people regarding how they rate the popcorn:

Plain popcorn	Person One	1 2 3 4 5 6 7 8 9 10
	Person Two	1 2 3 4 5 6 7 8 9 10
	Person Three	1 2 3 4 5 6 7 8 9 10
Popcorn with Salt	Person One	1 2 3 4 5 6 7 8 9 10
	Person Two	1 2 3 4 5 6 7 8 9 10
	Person Three	1 2 3 4 5 6 7 8 9 10
Popcorn with Salt and Butter	Person One	1 2 3 4 5 6 7 8 9 10
	Person Two	1 2 3 4 5 6 7 8 9 10
	Person Three	1 2 3 4 5 6 7 8 9 10

Why do you think people picked the one they did?

Which one do you like best?

How is generosity like salt? butter?

## The Million-Dollar Question

What would you provide for your community if you had \$1 million?

---

---

---

## One Small Gift

If you gave \$1 to the church to help children in another country each week for the rest of your life, how much would you have given by the age of 20? 40? 80? 100?

# 3:1 Peaceful Friendships: Family: Breaking Bread Together

## Connection

The relationships we develop in our families are important. We learn a lot of things in families: how to talk, how to love, and how to understand God. Families come in a lot of shapes and sizes: single-parent families and grandparents raising grandchildren are common, as are blended families—families that are made up of step-relationships. By spending time with members of our family, we can learn how to communicate with them and better understand them.

## Project

To demonstrate to your family how important they are, your project is to fix a meal for your family and to plan a family activity either during or after the meal.

Discover what meal you should fix by comparing

what some of the meals your family likes with your cooking abilities. Get an adult to help you prepare the meal. This could be a parent or your mentor.

Prepare to lead your family in either conversation or in a game or activity after the meal. Consider talking about a current subject or the scripture at the end of this session.

## Portfolio

For your portfolio entry, write out the menu for the meal you prepare. You can use the form on the next page or create a page of your own. Take a picture of your family at the dinner table or use a recent picture of your family and place on the page. Identify each person in the picture and note their relationship to you.

## Scripture

Read 1 Timothy 5:1–8. This scripture explains how we are to treat one another, especially family members. Answer the following questions, and use your answers to lead an "After Dinner" discussion about family relationships.

1. How should younger people treat older people? What about people close to their own age?
2. How should older people treat younger people?
3. What are some "religious duties" that younger people in your family might do for older ones? What might older people do for younger?
4. How does the exchange of respect and duties bring peace to a family?

# Portfolio 3:1 Family: Breaking Bread Together

## Menu

Write down the meal you will fix for your family. Include the recipes.

Drink \_\_\_\_\_  
Appetizer \_\_\_\_\_  
\_\_\_\_\_

Salad/Soup \_\_\_\_\_  
Entrée \_\_\_\_\_  
Side Dish(es) \_\_\_\_\_  
\_\_\_\_\_

Dessert \_\_\_\_\_

## Recipes

Write down one or more of the recipes here, especially if it is one of your family's favorite.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## My Family

*Write the names of your family members around the edges of the picture.*

*Place your family photo here.*

## After Dinner

*Write what you and your family talked about or did at or after dinner.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 3:2 Peaceful Friendships: Sharing Time with Friends

## Connection

Friendship is important. Sometimes even more than our families, our friends help to shape our lives. Friends support us when we have problems and celebrate with us when good things happen. They sometimes spend time with us when they would rather be doing other things. But even for young people, the world can be too busy to spend time with friends.

## Project

Your project for this unit is tied closely to your portfolio entry. When Jesus was on Earth, he developed a very close friendship with three of the apostles: Peter, James, and John. Who are your two or three closest friends? As you enter information about each of them for your portfolio, "My Closest Friends," spend at least fifteen minutes with them during the next few days, if possible. Focus on what is important to them. If you cannot spend time with them write them a letter or call them.

Like Jesus, you probably have a few more friends who are not quite as close. As

you enter information about these friends, "My Circle of Friends," plan on how you might spend time with them during the next several days. Plan on spending at least five minutes talking with or writing to this larger group of friends. It is okay to spend more time than this—and it's okay if you don't use all the spaces on the portfolio page.

Just as Jesus would be listed as a friend to the disciples, we too can name people who we consider a friend, but they are more than this: they often help us along our path in life. This might include teachers, youth ministers, or the parents of our friends. For these people, prepare a special thank-you note to send them, thanking them for how they have helped you in your life.

## Portfolio

For your portfolio entry, glue a picture of each of your two or three closest friends onto portfolio page 3:2. Then enter the information about each friend as indicated. You may do all of this on your own paper and decorate the page to reflect your

friendships.

Next, list the next closest friends you have. This could be additional friends from school, church, camp, your scout unit, or neighbors. Write down how you would typically spend time with friends in this group.

Finally, list other special friends who have helped along the path of life.

## Scripture

Read John 15:12–17, an incredible story of how Jesus refers to those he had been teaching. He had been the master and they the servants. But this scripture indicates that Jesus now calls them "friend." What qualities of friendship does Jesus indicate in this scripture? What is the ultimate thing one friend can do for another?

Keep these things in mind as you write in the names on your portfolio page.

# Portfolio 3:2 Sharing Time with Friends

## My Closest Friends

Write down the following information about two or three of your closest friends.

	Name _____ Birthday _____
	Write down why this person is one of your closest friends.
	_____
	_____
	Phone _____ E-mail _____

	Name _____ Birthday _____
	Write down why this person is one of your closest friends.
	_____
	_____
	Phone _____ E-mail _____

	Name _____ Birthday _____
	Write down why this person is one of your closest friends.
	_____
	_____
	Phone _____ E-mail _____

**My Circle of Friends** Write down no more than nine other friends and list what things you like to do when you are with the friend.

Name	Things you like to do with this friend
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**The Wider Circle** List three to five other people whom you have helped or who have helped you.

_____
_____

# 3:3 Peaceful Friendships: Acts of Kindness

## Connection

The idea of "random acts of kindness" have been around for some time. Jesus' earthly ministry, perhaps not completely random, included acts of kindness toward others. The concept is that we can all make the world a better place by acting kindly toward others...not when they ask us to, but when they are not expecting it, or even better, when they are unaware of what we have done. Kindness helps build communities of joy, hope, love, and peace

Acting kind toward another person takes courage and the willingness to put the other person first. The movie *Pay It Forward* demonstrates how acts of kindness for others can have incredible consequences.

## Project

Your project for this unit is to do ten acts of kindness for others. These should be for people who are not your family and friends, but those who you meet while out shopping, going to school, or at church or scouts. The projects should not be planned and don't need to be big, but remember what you did and when you did them. Such acts could include holding the door open for a person, smiling and saying "hello," or picking up trash on your walk home from school.

Be sure to review with your mentor and parents what is appropriate for you to do. Part of being kind to others is not promising to do something you cannot do. Also, acts of kindness mean doing something; do not give people money as an act of kindness. While this might help someone, it is not an appropriate activity for this unit.

## Portfolio

Use portfolio page 3:3 to record your ten acts of kindness. Be sure to list not only what you did, but when, where, and for whom. Since your acts are spontaneous, it will not be possible to get photos of these activities.

## Scripture

Before you begin your acts of kindness, read Ephesians 4:31–32 to find out how to act while doing them. List the six things you are "to put away" (not do) and then the three things you are to be. It will make a big difference in how you treat others and how they treat you.

If you don't know what some of these words mean, look them up or ask your mentor to assist you.

# Portfolio 3:3 Acts of Kindness

**Preparing for Action** Write down the six things you are "to put away" and the three things you are to do/be from Ephesians 4:31–32.

Put away

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Instead

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## The Top Ten Acts of Kindness

What you did

Date

Whom it was for

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**How did doing these acts of kindness make you feel?**

\_\_\_\_\_

# 4:1 Restoration Witness: Knowing the Sacred Story

## Connection

The sacred story is the story of how God has interacted with humans. For thousands of years, one generation shared with the next through storytelling what God had done and was doing in the course of their life. Eventually these verbal stories were written down. As Christians, we trace the development of our sacred story through the Hebrew people and the Hebrew Bible, commonly referred to as the Old Testament. The stories about Jesus, Jesus' teachings, and God's new covenant with humans became the New Testament.

Unique to the Community of Christ and other faith communities that trace their roots to Joseph Smith Jr. is the Book of Mormon. This part of the sacred story confirms that Jesus Christ came for all people in all the world. But the story does not end there.

The Doctrine and Covenants represents the continuation of the sacred story. Through a process of recording the revelation of God's will to the church and the church's acceptance of that record, the Community of Christ continues to accept modern day writings as scriptures.\*

But the story doesn't end there, either. We understand today that the Sacred Story includes how God relates to each of us, and us to God. While all of this is not necessarily written down, it is still an important part of the unfinished story of what God is doing in our world.

## Project/Scripture

The project for this unit is to gain greater understanding of the sacred story and relate it to your own story. Through this process we can connect people to God's sacred story. Your assignment is to read selected scriptures found on

portfolio page 4:1 from each of the sacred texts and write about them.

You are then to write your own story connecting it to God's story. This would include the major milestones in your life and what you found in common between your life and the sacred text. For instance, the story of creation or of Jesus' birth may parallel the story of your birth.

## Portfolio

Record your responses on portfolio page 4:1. You may wish to write longer answers than the page provides. This could include a page of your own design including illustrations for each of "the Sacred Story" entries.

*\*This process is called canonization. The Community of Christ has an "open" canon of scripture, indicating the desire to continue to add contemporary inspired writing.*

# Portfolio 4:1 Knowing the Sacred Story

## **The Sacred Story: The Hebrew Scriptures**

Read the following scriptures and record what they say to you about the sacred story and how they point to Jesus:

*Creation (Genesis 1:26–27)*

---

*A Covenant with God (Exodus 24:1–8)*

---

*The Redeemer of Israel (Isaiah 43:14–21)*

---

## **The Sacred Story: The Christian Scriptures**

Read the following scriptures and record what they say to you about this portion of the sacred story:

*Jesus Is the Son of God (Mark 15:33–39)*

---

*The Holy Spirit in the Church (Acts 2:32–36)*

---

*The Triumph of the Kingdom of God (Revelation 21:1–7)*

---

## **The Sacred Story: The Book of Mormon**

Read the following scriptures and record what they say to you about the sacred story:

*Jesus Christ is the True and Living God (Alma 8:64–94)*

---

*Foretelling of the Messiah (Jarom 23–28)*

---

*Jesus Appears (III Nephi 5:1–11)*

---

## **The Sacred Story: The Doctrine and Covenants**

Read the following scriptures and record what they say to you about the sacred story:

*A Great and Marvelous Work (Doctrine and Covenants 4:1a–2b)*

---

*Protection and Divine Grace (Doctrine and Covenants 135:3a–b)*

---

*For One Another and the World (Doctrine and Covenants 157:16–17)*

---

## **The Sacred Story: Your Life**

Write your "sacred story." What has been your connection to God? How does your story connect to God's story as found in scriptures?

---

---

# 4:2 Restoration Witness: Remembering Christian History

## Connection

For more than two thousand years, the belief in Jesus Christ as the Son of God and Savior of humankind has developed through many peoples and cultures. While it would be impossible to cover all of the important elements of this history in one unit, it is important to know the larger movements in Christianity.

There are differing opinions about what elements in Christian history are important and how they are viewed. The story of the Community of Christ is relatively short compared to all of Christianity. Yet participating in any faith affects how we see the rest of history. Early members of the Community of Christ faith believed that they were restoring the first-century Christian church. However, there is evidence that the roots of the Community of

Christ were influenced by the developments of Christianity over the centuries. This has allowed the church to mature in its understanding of God's relationship with humanity and stand with others in the cause of Christ.

## Project

To understand the development of Christianity, the project for this unit is the creation of a timeline showing elements of Christian history and presenting it to a small group of people, like a church school class. The elements for the timeline are listed on the portfolio page 4:2 in chronological order. If you are interested, do research in a public library or on the Internet to find additional events or more information about specific events listed.

## Portfolio

Your portfolio entry for this unit is the timeline and a record of your presentation. Take timeline information from the portfolio page and place it on a timeline. The timeline can be limited to one standard size page, or you can make it larger by taping paper together so it can fold out from your portfolio. Select approximately twenty events to place on your timeline. As part of your presentation, share why you chose these events.

## Scripture

Read Psalms 77:11–14. How does the writer of this psalm describe the past works of God? How has God displayed these works? Why is it important to remember what God has done?

# Portfolio 4:2 Remembering Christian History

## Timeline Events

Choose only twenty events for your timeline:

### BEFORE JESUS

Israelites' return to Palestine, 538 BCE  
Roman ruler Pompey seizes Jerusalem, 63 BCE

### JESUS AND THE NEW TESTAMENT

Birth of Jesus, 4 BCE–0  
Ministry of Jesus, 27–30  
Jesus crucified, 30  
Oral tradition in Christianity, 36–55  
Peter leads the new Christian church, moves it to Rome, 36–67  
Paul's missionary journeys, 47–57  
Rome burned by Nero, blames Christians, 64  
New Testament writings, 55–125  
Jerusalem falls, temple destroyed, 70

### THE ERA OF CHURCH FATHERS

Justin Martyr, leading apologist, 100–165  
Origen, leading theologian, 185–254  
Canon selection complete, 200  
Christians persecuted, 249–305  
Constantine, emperor of Holy Roman Empire, 280–337  
First Council of Nicaea, 325  
Church of Holy Sepulchre is built in Jerusalem, 326  
Augustine, leading theologian, 354–430  
Holy Roman Empire is divided into east and west, 395  
Council of Chalcedon, 451  
Benedict, founder of Western Monasticism, 480–550  
Catholic Christianity established in Gaul (France), 511

### MEDIEVAL CHRISTIANITY

Church established in London, 602  
Charlemagne reigns as Holy Roman Emperor, 742–814  
Germany is Christianized, 754  
Second Council of Nicaea, 787  
Christianity reaches Sweden, 830  
Russia is Christianized, 988  
Leif Ericsson discovers America, 1000  
Norway is Christianized, 1025–1028  
Church splits into West (Rome), East (Constantinople), 1054  
Norman conquest of England, 1066  
Period of Scholasticism 1078–1500  
First Crusades 1096–1099

## Presentation

Write down the following information about your presentation:

Date \_\_\_\_\_

Presented at \_\_\_\_\_

Who was at the presentation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

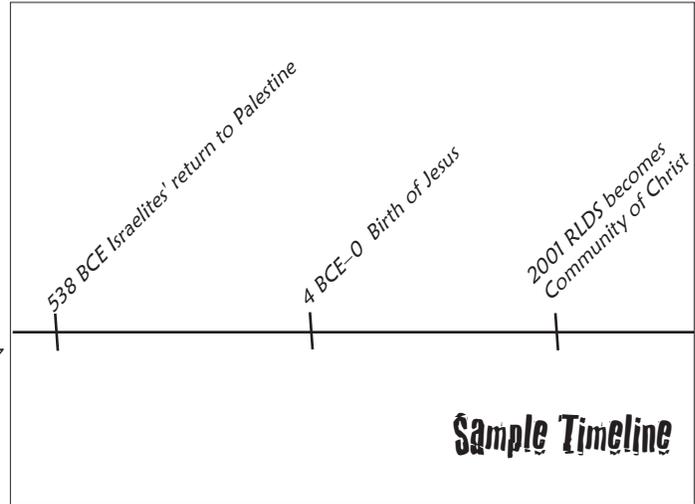
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Thomas Aquinas, leading theologian, 1225–1274

### REFORMATION

Renaissance, 1350–1500  
John Wycliffe translates New Testament into English, 1380  
John Wycliffe translates Old Testament into English, 1382  
Joan of Arc, 1412–1431  
John Hus, Bohemian reformer, 1369–1415  
Martin Luther, leader of Protestant Reformation, 1483–1546  
Columbus reaches America, 1492  
Martin Luther posts the Ninety-Five Thesis, 1517  
John Calvin, leading theologian, 1509–1564  
Henry VIII breaks with Rome, begins Anglican Church, 1534  
Council of Trent, Catholic Reformation, 1545–1563  
John Smyth starts Baptist Church, 1609  
King James version of the Bible develops, 1611–1800  
Mayflower Compact of the Pilgrims, 1620

### MODERNITY AND DENOMINATIONALISM

John Wesley, leading theologian, 1703–1791  
John Wesley founds Methodism, 1738  
Joseph Smith has first vision, 1820  
Book of Mormon completed, 1829  
Joseph Smith organizes Church of Jesus Christ, 1830  
Joseph Smith continues to edit the Book of Mormon, 1830–1840  
Joseph Smith makes changes to Bible, 1831–1833  
Disciples of Christ church started, 1832  
Joseph Smith assassinated, 1844  
Brigham Young leads Mormons to Utah, 1845  
Joseph Smith III becomes leader of Reorganized Church, 1860  
First Vatican Council, 1869–1870  
Creed of Niagara Bible Conference used by Fundamentalists, 1878  
Pentacostal Church founded, 1901  
Beginning of Protestant Ecumenical movement, 1910  
Joseph Smith's New Translation of the Bible called "Inspired Version" 1941  
Revised Standard Version of the Bible developed, 1946–1952  
Dead Sea Scrolls discovered, 1949  
United Church of Christ founded, 1957  
Second Vatican Council, 1962–1965  
New International Version of the Bible, 1978  
RLDS Church authorizes the ordination of women, 1984  
Declaration of Cooperation between Catholics and Protestants, 1994  
W. Grant McMurray becomes president of the Community of Christ, 1996  
RLDS Church changes name to Community of Christ, 2001

# 4:3 Restoration Witness: Inviting Others to Christ

## Connection

Most people who become Christians do so before the age of eighteen. In many cases, young people join the same faith community as their parents. However, many youth become active in Christian ministry because a friend invited them to camp or a youth activity. Being comfortable inviting a friend to a church activity is important. It can be an important first step to help friends connect to God.

## Project

The project for this unit is to develop a plan for inviting friends to a youth activity and to share your invitation with at least one person.

The first step is to determine which activity you would like to invite a friend to attend. Next, determine at least three benefits—positive things the person would get out of the activity that might help them in their life. Using this information, create an invitation and present it to your friend to invite them to the activity. Share with

them the three benefits and the other information about the event. An invitation to an event usually includes the time, date, and location of the event.

## Portfolio

For your portfolio entry, fill out the information on portfolio page 4:3 or create pages of your own. For each benefit, cut out a photograph from a magazine that is symbolic of that benefit, and glue or tape it in position. Decorate the page that reflects the event. For instance, if you want to invite someone to summer camp, include pictures from last year's camp if you've got some, cut outs of trees, cabins, the Sun, and any special activities you like to do at camp.

At the bottom of the portfolio page, describe how your friend responded to your invitation, Did they decide to attend or not? It is okay if they decided not to attend the event. There are many reasons why they might not be able to attend.

The important thing is that you invited them. List one more person you and your friend could invite to the activity.

You might want to use the same page and invite someone else to the activity, too! Use it to invite all your friends!

## Scripture

Read Romans 12:9–13. The words in these verses describe how we are to treat others. This includes offering hospitality to strangers (v. 13). While your friend is not a stranger to you, the friends others invite to activities are often strangers to you, and likewise your friend might be a stranger to them. What are some things you can do to offer hospitality to others?

# Portfolio 4:3 Inviting Others to Christ

Person I'd like to invite

Event or activity I'd like to invite them to attend

Time and Date of Event or Activity \_\_\_\_\_

Location of the Event or Activity \_\_\_\_\_

Place photo here



**Benefit #1**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place photo here



**Benefit #2**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place photo here



**Benefit #3**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Share This Information with Your Friend

I shared this information with my friend \_\_\_\_\_ and their parent(s).  
They decided to: (circle one) attend or not to attend.

Who else could I invite to this event or activity? \_\_\_\_\_

Does my friend have someone they would like me to invite? \_\_\_\_\_

# 5:1 Earth Stewardship: Reduce, Reuse, Recycle

## Connection

The concept of stewardship in the Community of Christ includes care for the Earth's resources. We are each called to become better stewards over the things within our control in the effort to take care of our planet. We call this "Earth stewardship."

Part of caring for our planet includes asking yourself before you buy something or before you throw away something: is there some way to do without it (reduce), some way to put it to another use (reuse), or some way to put it back into the environment safely (recycle)? Applying these principles is a great beginning to help the planet.

## Project

The project for this unit is to complete the "Reduce, Reuse, Recycle Audit" found on portfolio page 5:1 and implement changes in the way you do things. This project will probably affect other members of your household. Before you begin, talk this over with your family and your mentor on how best to implement this. Only implement changes your family agrees to.

As an option, you can apply this unit to your congregation. Work through your pastor to do the audit.

## Portfolio

The portfolio for this unit is the completed audit. Put a check mark next to items you do now. Circle the items you would like to try. Take photographs or cut out pictures from old magazines demonstrating two ways of reducing, and one each of reusing and recycling. You may use the portfolio page or design one or more pages of your own using the same information.

## Scripture

Read I Corinthians 1:26–31. How is reducing, reusing, and recycling wise? What are some "foolish" things that you have observed when considering this subject? What sense of calling do you have to Earth stewardship?

# Portfolio 5:1 Reduce, Reuse, Recycle

## Reduce, Reuse, Recycle Audit

Check those boxes you do now. Circle items you would like to try.

<ul style="list-style-type: none"> <li><input type="checkbox"/> When shopping, choose items with less packaging.</li> <li><input type="checkbox"/> Purchase items in recyclable containers.</li> <li><input type="checkbox"/> Avoid "squeezable" containers; they are not yet recyclable.</li> <li><input type="checkbox"/> Buy larger quantities when possible; smaller sizes use more packaging.</li> <li><input type="checkbox"/> Use cloth bags instead of paper or plastic and take them with you each time you shop.</li> <li><input type="checkbox"/> Take a coffee cup to work, and reduce the need for disposables.</li> <li><input type="checkbox"/> Let your grass clippings fall when you mow; they take up large amounts of landfill space.</li> <li><input type="checkbox"/> Have your name taken off junk-mail lists.</li> <li><input type="checkbox"/> Notify phone, credit card companies, and other organizations not to release your address.</li> <li><input type="checkbox"/> Use rechargeable batteries. They'll replace hundreds of disposable ones.</li> <li><input type="checkbox"/> Keep your car tuned up and in good condition; it will use less fuel.</li> <li><input type="checkbox"/> Car pool or take mass transit when possible.</li> <li><input type="checkbox"/> Install an aerator in your shower.</li> <li><input type="checkbox"/> Let your dishes air dry in your dishwasher.</li> <li><input type="checkbox"/> Insulate your water heater.</li> <li><input type="checkbox"/> Turn off the water while you brush your teeth.</li> <li><input type="checkbox"/> Turn off lights, radios, and televisions when you leave a room.</li> <li><input type="checkbox"/> Turn up the thermostat in summer, down in winter.</li> <li><input type="checkbox"/> Use cloth napkins.</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p>Place a photo here of one example of reducing.</p> <p>Place a photo here of one example of reducing.</p> <p>Place a photo here of one example of reusing.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reduce</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a garage sale/donate things you don't use.</li> <li><input type="checkbox"/> Revive the practice of "hand-me-downs."</li> <li><input type="checkbox"/> Use reuseable containers to store leftovers.</li> <li><input type="checkbox"/> Reuse large envelopes by using labels over old addresses.</li> <li><input type="checkbox"/> Use cloth diapers.</li> <li><input type="checkbox"/> Wash and reuse water bottles.</li> <li><input type="checkbox"/> Share magazine subscriptions with neighbors or friends.</li> </ul>	<p>Place a photo here of one example of reusing.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reuse</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Start a compost heap in your backyard.</li> <li><input type="checkbox"/> Recycle glass.</li> <li><input type="checkbox"/> Recycle tin cans.</li> <li><input type="checkbox"/> Recycle plastic milk jugs and bottles.</li> <li><input type="checkbox"/> Recycle aluminum.</li> <li><input type="checkbox"/> Recycle newspaper.</li> <li><input type="checkbox"/> Take metal hangers back to the cleaners.</li> <li><input type="checkbox"/> Dispose of all unwanted paints and chemicals to an approved recycling center.</li> <li><input type="checkbox"/> Take plastic pots back to the nursery after replanting purchased plants.</li> <li><input type="checkbox"/> Recycle paper at work and in home offices.</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p>Place a photo here of one example of recycling.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Recycle</b></p>

List additional ways of reducing, reusing, and recycling \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 5:2 Earth Stewardship: Helping in Community

## Connection

The Community of Christ has a unique perspective on the concept of Earth stewardship that can trace its historic development to Joseph Smith Jr., founder. In Joseph Smith's Translation of the Bible, now referred to as the "Inspired Version," there is an understanding shared from Genesis 1:5 that everything was created spiritually before it was created physically. This spiritual creation calls us to deeper appreciation for those elements of creation placed on the Earth for us.

The concepts of Earth stewardship go far beyond the walls of the church. The care for the environment in many nations is the work of the government. In many cases the government needs the support of volunteers to do specific projects.

## Project

Your project for this unit is to work through your mentor and complete a minimum of four hours of community service related to Earth stewardship. There are many ways to accomplish this. Here are some suggestions on how to get started:

1. Read the newspaper. See if there is a need expressed in some article for a project related to Earth stewardship.
2. Contact government officers or agencies in your city, county, state, or province to see if there is a project you could do or help with.

The project should be suited to your interests and abilities and be focused on Earth stewardship. Such projects might include picking up litter in a park or along a street, working in a community recycling center, or assisting someone in the community with yard clean-up.

## Portfolio

For your portfolio entry, use the items on portfolio page 5:2 as a starting point for documenting what you did. Be sure to include photos or some other document to verify what you have done. This could include a letter from a government officer, or a thank-you note from a member of the community.

## Scripture

Read Genesis 1:5, 2:11. How do these scriptures call you to a relationship with creation? Read 1 Peter 4:10–11. What gifts do you have that helped in this project? What were the gifts others had that helped? How did the project show the "strength of God"? How did the completion of the project glorify Jesus Christ?

# Portfolio 5:2 Helping in Community

## Documentation

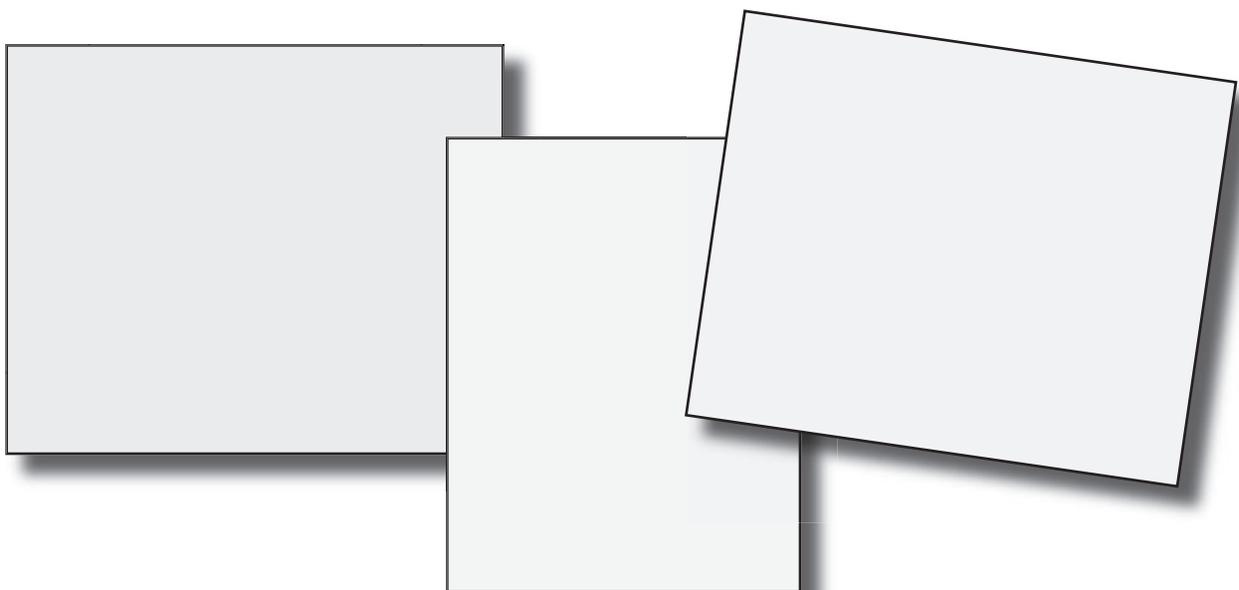
When and where did you do your community project on Earth stewardship?

What was the scope of your project? (List the details of what you did.)

What was the benefit to the community?

Who assisted you with this project?

Place any documentation of the project here, including photographs, newspaper articles, letters, or notes.



# 5:3 Earth Stewardship: Global Impact

## Connection

Sometimes people think they can't make a difference because they feel the world, or a specific problem, is too big. However, God has demonstrated through scripture stories that it sometimes takes just one person's actions to make a big change. We are called as stewards over the Earth to consider those issues that are global in scope as we respond in local ways. We may also be called to work on a global scale, becoming involved with organizations that address Earth stewardship in systemic ways.

## Project

The project for this unit involves the completion of a project that has as its focus Earth stewardship on a global scale. Making a difference in

the world begins by making others aware of conditions or situations and how they might help.

There are any number of ways to accomplish this that can be worked out with your mentor. The following are two ideas that may be used:

1. Establish a peace pole at your church, school, or other location in your community. Peace poles are usually a four-sided pole about six to eight feet tall. On each side are the words "May Peace Prevail on Earth" in different languages. You can get more information about peace poles at [www.peacepoles.com](http://www.peacepoles.com) or The Peace Pole Makers, USA, 3534 W. Lanham Road, Maple City, MI 49664, or (231) 334-4567.

2. Create an exhibit for your congregation, scout unit, school, or community that explains one of the following global issues: global

warming, deforestation, loss of ocean life due to over harvesting, or another of your choice.

## Portfolio

For the portfolio entry, document the project you complete on portfolio page 5:3. Be sure to include details about the project such as date, time, location, and the details of what you did. Document with either photographs or a written description and include any notes, letters, or news articles.

## Scripture

Read Revelation 11:15. The story in Revelation is about the triumph of good and the transformation of heaven and earth. How has the impact of your project helped "the kingdom of the world" become "the kingdom of our Lord"?



# 6:1 Just Relationships: Justice of Space and Time

## Connection

Just relationships are those that demonstrate justice. But justice can be elusive, at least when things are not distributed equitably. The elements of space and time can be most important when trying to establish peace.

Have you ever disagreed with a brother, sister, or friend about your "space"? Has your parent set up a computer schedule for the two of you after one of you complained that the other would not let you have any time on it? Likewise, some of the world's nations have been fighting over territory that at some point in the past was part of another nation.

## Project

Your project for this unit is to write a one-page report explaining in brief the tension over "space and time" between two or more nations of today's world. Also include your opinion about a resolution to the problem.

Research for your work may be found at a public library or on the Internet. Seek some direction from your mentor.

Present your paper to a small group, such as a church school class. This could take many forms. Work with your mentor to determine which is best for you and your congregation.

Possible topics to write about:

- Israel and Palestine
- Northern Ireland
- Korea
- India and Pakistan

## Portfolio

Your portfolio entry will be your written report. You may use portfolio page 6:1 to write out by hand your report, or you may enter it on a computer, print it, and tape or glue it to the page to place in your portfolio. The report should explain the situation. Give some background information about what started the problem and your opinion about a resolution to the problem.

You may want to include pictures about the situation cut from magazines or printed from the Internet.

## Scripture

Read Isaiah 66:8–12. These lines of praise to the Lord demonstrate the gratefulness of a people who have moved from slavery to freedom in their own land.



# 6:2 Just Relationships: Economic Justice

## Connection

The idea of economic justice finds its roots in the ancient traditions found in the Hebrew Bible (Old Testament). Economic justice is based on the concept that people are able to get things so that everyone has what they need. The tension comes in determining the difference between needs and wants, and to what extent things are available for distribution. This is further complicated by differing market and political systems around the world. This includes command economies where the government controls what is produced and free-market economies where individuals

and owners control what is produced trying to match it with the demand for the product.

Following principles of economic justice can positively affect our decision making at all levels: individual, community, nation, and world.

## Project

The project for this unit involves contrasting the price of what you need and want with what people from other nations would have to pay for the same items. List the top five things you need every day to survive. These might include food, clothing, shelter, and school supplies. Then list five things you

want. This could include CDs, DVDs, a computer game, tickets to a movie, and a new bicycle.

Next calculate what these would cost in other nations. Follow the instructions as listed on portfolio page 6:2. Then complete the "Balancing the Wealth" section. Have three to five other people fill out the page and discuss with you their opinions about economic justice.

## Portfolio

For your portfolio entry, complete portfolio page 6:2 or design a page that reflects not only your responses, but the responses of others.

## Scripture

Read Luke 10:25–37. This story of the good Samaritan is a story about economic justice. How does the Samaritan use his finances to help another? How are we called to do the same?

# Portfolio 6:2 Economic Justice

## Listing Your Needs

List five things you need to survive and five things you would like to have. Beside each item place what you think you would spend on the item. Research this by either pricing the item at a local store or find the price on-line. Find the totals for needs and wants

Top five needs	Price
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total	\$ _____

Top five wants	Price
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total	\$ _____
Grand Total	\$ _____

## What Others Must Pay

Using the "Cost of Living Indices," calculate what each item would cost in two other countries. Take the price of your item and multiply it by the number on the chart to find the price in that country. Find the totals for needs and wants.

Nation	Nation
_____	_____
Factor _____	Factor _____
_____	_____
_____	_____
_____	_____
_____	_____
Total	\$ _____ \$ _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total	\$ _____ \$ _____
Grand Total	\$ _____ \$ _____

## Cost of Living Indices

Use the following factor to determine what items will cost in other countries:

Argentina	1.40
Austria	1.30
Bahrain	1.26
China	1.27
Hong Kong	1.43
Israel	1.32
Japan	1.82
Korea	1.17
Nigeria	1.21
Russia	1.23
Saudia Arabia	1.31
United Kingdom	1.41

*As an example, a loaf of bread that costs \$2 in the United States would cost the equivalent of \$2.80 US in Argentina:*

$$\$2 \times 1.40 = \$2.80$$

## Balancing the Wealth

Compare the grand totals. What would you give up from your "want" list to balance the grand totals from your list with the grand total from the other nations? Circle these items. What would you be willing to give up so that a person in another country might have all their "needs"? Would you give up all your "wants"? Is there one "need" that you could live without if you had to? List it here.

\_\_\_\_\_

# 6:3 Just Relationships: Understanding One Another

## Connection

One of the significant teachings of Jesus affirmed in the Community of Christ is the worth of all people. However, seeking to understand others can be difficult and sometimes almost impossible. While we want to see things from another's perspective, it is not our perspective. That is why it is important to respect others.

We differ from others in countless ways. From the color of our skin, eyes, and hair, to our abilities to see, read, and think. Despite these differences, we are all created by God and are called to treat one another with love and respect.

In Western society, discrimination in some instances is prohibited by law and in some cases is protected by law. Discrimination based on gender or race is not legal. Other forms of discrimination are more difficult to determine. Sometimes people

discriminate based on what they think they know rather than the facts. This includes discrimination based on sexual orientation or religious beliefs, which are not evident just by looking at someone.

## Project

The project for this unit is to select one person who is different from you in some significant way, interview them, and write a report or story for your unit or church newsletter. Work with your mentor to select someone from your family, congregation, or community.

## Portfolio

Portfolio page 6:3 offers some questions to consider for your interview. Take notes on other paper, and then write your story or report on the page. You may design your own page to put in your portfolio as well. If possible, include a photograph of you and the other person.

## Scripture

Read John 13:34–35. In this scripture Jesus told us to love one another. What must you do before you can love someone else? What are you called to do to demonstrate that love?

## Ways We Are Different

There are many ways we are different from one another. See if you can think of others.

- Age
- Ability/Disability
- Weight
- Height
- Race
- Nation of Birth
- Color of Skin
- Color of Eyes
- Color of Hair
- Gender
- Strength
- Sexual Orientation
- Skill/Talent
- Reading Level
- Religion



# 7:1 Spiritual Quest: Fasting Forward

## Connection

Our spiritual quest begins with the concept of taking time to approach God intentionally. Taking time to approach God includes the spiritual discipline of fasting. Fasting is the act of sacrificially replacing one thing with something else. For instance, we might choose to skip a meal and in its place we spend time in scripture study and prayer.

One of the unique perspectives of the Community of Christ is the communal nature in which we practice spiritual disciplines. While fasting, prayer, and meditation can be done alone, they can also be done in a small group of friends. Spiritual disciplines move us into a deeper relationship with God and into an expanded vision of God's purpose in the world.

## Project

Your project for this unit is to organize a fast for you and a few of your friends. This may take the form of

a fast-a-thon in association with Outreach International, or it may, if circumstances dictate, a personal fast. For more information about Outreach International's program, "Hunger Challenge" to benefit the world's hungry, check out [www.outreach-international.org](http://www.outreach-international.org) or call (816) 833-0833.

Before you begin, there are a few simple questions to consider.

1. Why fast? Is God calling me to fast? How long and from what am I to fast?
2. What are my motives? Is there a hidden desire to impress others or demand something from God?
3. What are the goals for this fast? Spiritual renewal? Am I interceding for someone else? Are we seeking divine guidance or a special blessing?
4. Is the concern for blessing balanced with the care for others?
5. How am I focusing on God's glory?

If this is your first fast, keep it simple: one meal or something you can give up for a day. Remember that some people, such as

diabetics, may not be able to fast from food.

## Portfolio

For your portfolio entry, use portfolio page 7:1 to record the details of your fast and as a journal to record your spiritual response to the fast. You may wish to design your own pages for the same purposes. Include a picture of what you gave up, a photograph, a picture cut out of a magazine, or draw it!

## Scripture

Read Isaiah 58:6–7, Matthew 6:16–18, and Alma 4:6 (Book of Mormon). Fasting is an ancient custom with numerous references in sacred scripture. How do these scriptures help you prepare for fasting?



# 7:2 Spiritual Quest: Prayer: Talking to God

## Connection

The ancient practice of prayer is a mysterious form of communication between ourselves and God. The scriptures record many different types of prayer. During Jesus' earthly ministry, the disciples asked him to teach them how to pray. What Jesus gave them was not intended to be the exact words, but a model of prayer. This model includes praise and adoration, gratitude and thanksgiving, repentance and confession, intercession and outward focus (prayer for others), and intracession (prayer for self).

Prayer involves study and exploration. It is not learned from a book, but from our knees, not in a secret language, but in the language of the Holy Spirit.

## Project

The project for this unit is to experience prayer in four different ways. The first is to review the Lord's Prayer. The second is to "Praying Mosiah" as adapted from materials written by Richard Howard. The third is to write a prayer based on the model outline above. The fourth is to offer a prayer in worship. Work with your mentor on this, especially to schedule an opportunity for you to offer prayer during a congregational worship. The details of this prayer should be worked out with those involved in planning and leading the worship, as well as your mentor.

## Portfolio

For your portfolio entry, use portfolio page 7:2 as a guide. You can use this page or design your own page for each of the activities.

## Scripture

Read Isaiah 55:6–9, Matthew 6:9–13, and Alma 16:219–222, (Book of Mormon). What guidance do these scriptures offer for prayer? Use these scriptures to formulate how to "Write Your Own Prayer."

# Portfolio 7:2 Prayer: Talking to God

## The Lord's Prayer

Found in Matthew 6:9–13, the Lord's Prayer offers a model that reveals the nature of God replacing self-centered or meaningless prayers. Write responses to the questions directly under each line.

Our Father in Heaven

*Describe places where you find God.*

Hallowed be your name.

*What are some of the names of God?*

Your kingdom come, your will be done.

*How would you describe the kingdom of God?*

*What is God's will for you?*

Give us today our daily bread

*What things do you need to live?*

*Describe how God has provided these things.*

And forgive us our debts

as we also have forgiven our debtors.

*When have you been forgiven by God? by others?*

*When have you forgiven others?*

And do not bring us to the time of trial,

*What trials do you face?*

*How has God helped you in these trials?*

But rescue us from evil.

*When has God helped you get away from evil?*

### Prayer Model

1. Praise and adoration
2. Gratitude and thanksgiving
3. Repentance and confession
4. Intercession, prayer for others
5. Intracession, prayer for self.

## Public Prayer

*Write down when and where you offered a public prayer.*

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## Write Your Own Prayer

*Write your own prayer below, using the model:*

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## Praying Mosiah

*Read Mosiah 2:32–44, Book of Mormon. Read it through again, prayerfully.*

*Now imagine yourself in each of the following six characters in this scripture:*

*a beggar; a poor person struggling to make ends meet confronted by one who has even greater need; a person who is overjoyed at receiving God's forgiveness; a wealthy person who views the beggar as unworthy of his or her care; a person who extends too often the help others need; one who helps others within appropriate boundaries.*

*Reflect on which of these roles you have lived out and the results.*

*Picture in your mind the face of someone who supports or has nurtured your life in times of need.*

*Meditate on the nature and scope of your "substance."*

*Write down any insights you have gained from this particular "Mosiah" moment.*

*Adapted from "Praying Mosiah" by Richard Howard, 2001  
Used with permission.*

# 7:3 Spiritual Quest: Studying the Scriptures

## Connection

Our spiritual quest would not be complete without scripture study. The study of the sacred text of Christianity, and the Community of Christ in particular, helps us understand how God interacts with us, God's creation.

The scriptures are defined as the Hebrew Bible or Old Testament, the Christian scriptures or the New Testament, the Book of Mormon, and the Doctrine and Covenants. They are written in several different literary styles. The Old and New Testaments have been translated and revised over centuries. The Book of Mormon contains nineteenth century language, similar to the King James

Version and the Inspired Version of the Bible. Only the most recent additions to the Doctrine and Covenants are in contemporary language. All of these elements have a bearing on how we read scriptures and the tools we use to understand them.

## Project

The project for this unit is to select a specific scripture and reasearch information about it using various resources to help you develop a more complete understanding. For your selected scripture, you will need a corresponding Bible commentary and a Bible dictionary. These are probably available at church, from a member of the congregation, public libraries, or on the Internet.

Once you have completed the research, you are to share your interpretation of the selected scripture with a church school class (your age or older), your scout unit, or a group of adults.

## Portfolio

For your portfolio entry, use portfolio page 7:3 or create your own pages utlizing these ideas.

## Scripture

Consider using one of the following scriptures for this study, or select one with the assistance of your mentor.

- Matthew 3:1–17
- Matthew 28:1–20
- Mark 16:1–20
- Luke 8:40–56
- John 3:1–21
- John 13:1–20
- Acts 2:1–13
- Acts 22:6–16
- Romans 4:1–25
- Romans 12:1–21

# Portfolio 7:3 Studying the Scriptures

## Select a Scripture

Choose a scripture to study either from the list provided or in consultation with your mentor or pastor, and explain why you chose it.

Scripture selected \_\_\_\_\_

Reason \_\_\_\_\_

## Tools for Studying

Using a Bible commentary, explain the background of your selected scripture.

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What other scriptures relate to the one you selected and how are they significant?

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Look up at least one word that appears in your selected scripture in a Bible dictionary.

Selected word \_\_\_\_\_

Definition \_\_\_\_\_

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## What It Means to Me

Considering your research, what does this scripture say to you?

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## Where Shared

When, where, and with whom did you share this?

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# 8:1 Discipleship Response: Tithing of Talent in Community

## Connection

Many cultures value both individualism and community. However, there is a certain degree of tension between these two concepts. Is what's right for every individual always what's right for the community? In order for a community to thrive, it is necessary for individuals to tithe of their talent.

People who value individualism and community will have certain qualities: the ability to understand and redefine reality, the ability to cope with change, empathy, the ability to deal with adversity, ability and willingness to give more than they receive, and most importantly the ability to experience and demonstrate love.

These qualities and our other God-given talents require hard work and focus. We do this through the discipline of work. As a part of this work, we must give our talents to the community.

When we give our talents to the community, we must also let go of expectations. While we want to believe what we share makes a big impact, sometimes it is not possible to know this, either for a long time, or forever. Martin Luther was instrumental in getting the Bible printed in German, the language of the people, when it had only been written in Latin, the language of the church leaders. This has had a lasting impact on scripture and scripture study. But he did not know the outcome of this event during his lifetime.

Tithing of talent is important in building community. A community requires goods and services and a method of exchange (money) to survive, but sharing talents help a community to thrive.

## Project

Your project for this unit is to determine your top five talents and use one of them for improving the community. Determine a plan of action for how to make this happen. Work with your mentor and/or pastor.

The point of this project is not to share your talent with just family and friends, or at your church or unit, but with the larger community.

## Portfolio

For your portfolio entry, use portfolio page 8:1 and track your progress on it. You may wish to design your own page demonstrating background information about your talent.

## Scripture

Read Matthew 25: 14–30. Although the word "talent" referred to money and not our modern definition of "talent," how does this scripture relate to sharing our talents, especially in community?

# Portfolio 8:1 Tithing of Talent in Community

## Determine Your Talent

List what you consider to be your top five talents, either developed or God-given.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Select One to Share

Describe the community with which you would like to share your talent (school, neighborhood, city, church, other). Select one talent from the five you listed above to share with the community. Develop a plan for this activity and spell out exactly how this talent will help your community be a better place.

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## Share Your Talent with the Community

Document when, where, and with whom you shared your talent.

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*Place a photo of you sharing your talent with the community here.*



## 8:2 Discipleship Response: Sharing the Community Story

### Connection

As disciples of Jesus Christ, we are called to share the witness of invitation, to invite others to follow Jesus. This witness of invitation is the foundation for friendship, hospitality, and nurture.

One of the ways of sharing the sacred story of the Christian community is based on a model used by members of the Community of Christ in Zambia.

In Zambia, the emphasis is on community, rather than the individual. Much of life, despite Western influence, still centers around the family and tribe. If we were to draw parallels to our world, we would say life evolves around our family and friends.

To share the gospel story in Zambia, you must first know God's story. Perhaps you have become familiar with God's story through the scriptures in church school, the World Community program, or on your own.

Next you listen to the story of the village or tribe with keen interest. You are listening for the common threads between the village or tribal story and God's story.

Then comes the difficult part: to draw relevant connections between what you know about God's sacred story and the village or tribal story. These common threads cannot be made up nor can they be superficial. Again you listen. At this point the people might seek clarification, or they might want to know more about God's story. Finally, they may ask you your story and how it connects to God's story.

### Project

Your project for this unit is to write out a few key things you know about God's story. Next, you are to visit with a group of your friends or a neighborhood family and listen to their story. The next steps, perhaps the most

difficult, is to connect their story to God's story. Finally, it is to invite them to join the sacred story of God, if they are interested, in the Community of Christ.

### Portfolio

For your portfolio entry, use portfolio page 8:2 or design one or more of your own. Be sure to write down "God's Story" before the visit. The other two segments may be done during or after your visit.

### Scripture

Read 1 Thessalonians 2: 1–16. This scripture describes the apostle Paul's life and work in Thessalonica, particularly the way he shared the story of Christ with them. What does this reading have in common with the method of sharing the sacred story outlined in this unit?

# Portfolio 8:2 Sharing the Community Story

## God's Story

Write down some things you know about God's story, based on what you remember from the scriptures or your family.

*To whom have you decided to listen?*

---

## Their Story

Listen as your friends and family tell you their story and write down things you believe it has in common with God's story.

*Place a picture of your friends or the family you shared with here.*

## Make Connections

In the spirit of invitation, share with your family or friends how their story and God's story intersect. Then, either ask them to be baptized and join with the Community of Christ, or share with them your personal story.

# 8:3 Discipleship Response: Sharing, Saving, Spending

## Connection

God is generous. God provides "enough and to spare," sharing in abundance with all creation. How this abundance gets distributed depends in part on how we share, save, and spend the financial resources God has entrusted to us. This includes giving to the church and to the community.

Mission tithes are contributions to assist with the work of the church: local congregations, World Church ministries, oblation (ministry to the poor), World Hunger Fund, and other projects.

Community tithes are a disciple's response to church-affiliated organizations and other charitable nonprofit groups that are in the forefront of those organizations recognizing the worth of people and are committed to bringing the ministry of Jesus Christ to their lives.

The principle of tithing is a response of thanksgiving and is contributed first. Individuals and families are encouraged to reach the goal of generously giving ten percent or more of their income.

Other financial considerations include saving and responsible spending. The principle of saving is

an expression of hope for the future. Disciples save to create a better tomorrow for themselves, their heirs, the church, and the world. Many have found that saving up to ten percent or more of their income is an effective way to prepare for the future. Inheritance for family and estate gifts to the church continue a disciple's ministry beyond this life and allow them to keep giving.

The principle of responsible spending is a commitment by disciples to use the remainder of their income to live in health and harmony as they support family and personal needs and develop their talents and interests. Wise and prayerful management of these remaining resources brings financial wholeness in life.

## Project

The project for this unit is to complete a simple financial plan indicating what you would spend as a generous disciple. This requires researching opportunities for tithing in your congregation, mission center, and community and determine your level of giving to each, as well as an estimate of saving and responsible spending.

## Portfolio

Using portfolio page 8:3 or pages you have created, enter the information, estimating how you would allocate money as a generous disciple. To determine your income, research what the annual salary is for a profession you are interest in pursuing. Use this as a guide to determine how much you could tithe, save, and spend. In principle, the higher level of income reflects a higher proportional response in sharing. Figure the percentages for the total of tithes (sharing), saving, and spending, and place those percentages in the brackets on the portfolio page.

## Scripture

Read the following scriptures and determine how they relate to using your income.

*Exodus 35:5*  
*Haggai 1:5-6*  
*1 Chronicles 29:14*  
*1 Timothy 6:6-10*

*To find out more about Mission Tithes, contact your local congregational financial officer or the Mission Center financial officer. For Community Tithes go organizations in your community, check out a community-based Web site or do a Web search.*

# Portfolio 8:3 Sharing, Saving, Spending

## Mission Tithes—to Church

Research and determine to what extent you would support each of the following:

Local congregational ministries	\$ _____
Camping Ministries	\$ _____
World Church ministries	\$ _____
Oblation/ministry to the poor	\$ _____
World Hunger Fund	\$ _____
Other projects	\$ _____
_____	\$ _____
Total	\$ _____

[ ]%

## Community Tithes—to Service Organizations

Research and determine to what extent you would support each of the following:

Graceland University	\$ _____
Outreach International	\$ _____
Restoration Trail Foundation	\$ _____
Saints Care (Australia)	\$ _____
The Groves	\$ _____
World Accord (Canada)	\$ _____
Others in your local community	\$ _____
_____	\$ _____
Total	\$ _____

Mission and Community tithes make up to or more than 10 percent of your income.

## Other Financial Considerations

In developing a plan for tithing, there are at least two other considerations: saving and responsible spending. Saving is a disciple's response to create a better tomorrow for themselves, their heirs, the mission of the church, and the world. For each of the examples, list what percentage of income you think is appropriate:

Reserves for unexpected needs	\$ _____
Retirement	\$ _____
College funds	\$ _____
Estates for family and church	\$ _____
Total	\$ _____

[ ]%

Savings make up to 10 percent or more of your income.

Responsible spending is a disciple's use of their remaining income for supporting family, personal needs, and developing talents and interests. For each of the examples, list what percentage of income you think is appropriate:

Housing	\$ _____
Health care	\$ _____
Transportation	\$ _____
Food	\$ _____
Clothing	\$ _____
Recreation and entertainment	\$ _____
Personal development	\$ _____
Total	\$ _____

[ ]%

This leaves 80 percent or approximates for responsible spending.

Grand Total \$ \_\_\_\_\_

# 9:1 Developmental Leadership: Developing Gifts Together

## Connection

As a disciple of Jesus Christ, each of us possesses unique gifts that we develop and use. Some of these gifts are referred to as spiritual gifts. In 1 Corinthians 12, we understand that there are three types of spiritual gifts: primary, secondary, and circumstantial.

Primary spiritual gifts have a basic influence on our spiritual growth and maturity. They have an enduring and eternal quality about them, and they serve as guides over the other gifts. These include faith, knowledge, discernment, and wisdom.

Secondary gifts are, as the label implies, subordinate to the primary gifts. Great care should be used with secondary gifts as they can lead to confusion of the body if exercised outside of primary gifts. These include the gift of prophecy or prophetic leadership, and tongues and the interpretation of tongues.

Circumstantial spiritual gifts are gifts that are needed as determined by circumstances of life. These include healing and miracles.

The ultimate spiritual gift is love. All other gifts have their root and purpose in God's love. God's love is the

undeserved grace of God to all humanity and is patient, kind, and rejoices in right. Through this lens of God's love should spiritual gifts be given and received.

## Project

The project for this unit is to develop your primary spiritual gifts within the context of the Community of Christ through interviewing four different people either in the church, family, or community. Work with your mentor or pastor in determining who you should talk to about each of the gifts.

Faith is the essence of the relationship between God and humans. At its most complete, faith is unfaltering and a wholehearted trust and belief in God. Faith sustains us even in our time of greatest problems. Faith also keeps us open to God's will.

Knowledge is the God-given understanding of the truths behind life's experiences. It is at least two-dimensional including understanding information, but also the knowing that comes from witnessing God through experience with the Holy Spirit.

Discernment is the gift of clarity of understanding, detangling thoughts from

emotions and prejudice. It is the gift of accuracy of judgment in appraising meaning, character, and motives. Discernment is that power to see into a situation by yielding to the Holy Spirit.

Wisdom is the exercise of sound judgment. Those who have wisdom have deeper insight and capacity to organize facts, motives, and means for making a right decision. Wisdom comes from our continuing experience with God.

## Portfolio

For each of the four primary spiritual gifts, interview and write a brief summary explaining insights you gained about the specific spiritual gift. If possible, take a picture of the person you talked to and place it next to your notes. Write their name below their picture. If their picture is not possible, create a symbol that represents this gift.

## Scripture

In preparing for this unit, read 1 Corinthians 12. What does this scripture say about spiritual gifts? Who is to receive the gifts? Why are they given to people? What impact can they make on our lives?

# Portfolio 9:1 Developing Gifts Together

## **Faith**

Talk to someone in your congregation, family, or community who has demonstrated faith while facing a major life problem. Write a brief explanation of this gift.

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## **Knowledge**

Talk to someone in your congregation, family, or community who demonstrates knowledge, both understanding information and from witnessing God. Write a brief explanation of this gift.

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## **Discernment**

Talk to someone in your congregation, family, or community who demonstrates the spiritual gift of discernment. Write a brief explanation of this gift.

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## **Wisdom**

Talk to someone in your congregation, family, or community who demonstrates the spiritual gift of wisdom. Write a brief explanation of this gift.

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# 9:2 Developmental Leadership: Life Skills for the Community

## Connection

There are many life skills needed for living and working in community, whether it is the fellowship of the Community of Christ or the area you live in. Here are twelve to consider:

1. Problem analysis—the ability to creatively problem solve; identify the real problem, its components, and come up with viable solutions.

2. Planning and organization—the ability to set goals and to organize resources needed to accomplish those goals.

3. Delegating—the ability to identify and develop a well-defined job to share responsibility, authority, resources, and information to allow others to accomplish tasks.

4. Stress tolerance—the ability to cope with stressful situations and still stay on task to accomplish the goal.

5. Decision making—the ability to take existing information and problem analysis and make a choice about what should be done.

6. Financial management—the ability to plan, develop, implement, and evaluate a budget.

7. Persuasion—the ability to communicate and change someone else's perspective or behavior to your point of view.

8. Relationship building—the process of creating or developing connections between or among individuals or groups.

9. Adaptability—the ability to cope with a variety of situations and people.

10. Initiative—the ability to take responsibility for beginning or originating.

11. Risk-taking—the ability to make a decision and take action without assurance of success.

12. Communication—the ability to say what you mean and to listen to others to understand what they mean.

## Project

The project for this unit involves learning about these skills through applying them to a specific assignment in your congregation. Working

with your mentor and pastor, select a project that you are interested in and capable of doing. This might include building a bookcase, cleaning the church for a week, teaching a class under the supervision of an adult, or creating a banner for the church sanctuary.

## Portfolio

Using portfolio page 9:2 as a guide, document through writing and/or photography your project and how you utilized the twelve life skills. Not every project may involve all the life skills. You may need to design your own portfolio pages to use photography.

## Scripture

Read the following scriptures and determine what each says about using life skills (working) in the community:

Colossians 1:9–14

1 Thessalonians 4:9–12

2 Thessalonians 3:6–13

Galatians 6:1–10

# Portfolio 9:2 Life Skills for the Community

## Your Project

Title for your project \_\_\_\_\_

Description \_\_\_\_\_

### Applying the Life Skills *Demonstrate how each of the life skills applied to your project.*

Problem Analysis—What problem did you solve through your project?

Planning and Organization—How did you organize resources to meet your goals?

Delegating—Who assisted you and what specifically did they do?

Stress Tolerance—What was stressful for you about the project? Did you stay on task?

Decision Making—What decision making was involved in the project?

Financial management—What was the budget for the project? Final costs?

Persuasion—How was persuasion used in the project?

Relationship building—What relationships were created or developed during the project?

Adaptability—What situations and/or people did you have to work with?

Initiative—How did you demonstrate initiative during the project?

Risk Taking—What were the risks involved with the project?

Communication—How did you demonstrate effective communications?

# 9:3 Developmental Leadership: Networking in Community

## Connection

Jesus trained and mentored the disciples and others who followed or came in contact with him. While there is no scriptural reference to "networking," Jesus was preparing the disciples to create a network of believers who would go out and share the story with the world.

Networking in today's world requires creating and maintaining relationships to help one another. Determine what you want and then make the connections. For example, if you want to be able to help homeless people find shelter, get to know the people who can provide housing.

Another important step is to keep track of the people you meet. You may be able to help them, or they may help you. Record their name, how to contact them, and other important information about them that can help build your relationship.

It is important to build a network before you need it. There is a big difference between building a relationship with someone and acting in desperation. People are more likely to help you in your ministry if they already have a relationship with you before you ask for help.

In building relationships, do what Jesus did. Never eat alone. Demonstrating the gift of hospitality, especially around a meal, will go a long way in deepening relationships. When you need help either personally, or in ministry to others, ask. Don't hesitate. The worst thing someone can do is tell you no.

Networking is more than a two-way street. Be sure to help others know how you can help them. It is also important to help people in your network connect with one another and with others. Provide opportunities for people in your network to connect in person, or provide information so they can make contact indirectly. This might be an e-mail to two people introducing them to each other. We each have special gifts to offer, but don't keep score. Do what you can for people and let go of the expectation that they owe you something.

Finally, stay in touch. Perhaps the most important element of networking is to keep the contacts open between you and others. Call, e-mail, or drop them a card in the mail to let them know you think that they are important to God's work in our world.

## Project

The project for this unit is to document your network and develop a plan for using and expanding it. Next, make a contact and follow up with either a request for or offer to help.

## Portfolio

Using portfolio page 9:3 either as printed or as guide for creating your own portfolio pages, do the following:

In the center circle, write down what you want. How do you want to help build a better world? Next, starting in any circle, write down who can use this help, or who can help you attain this help. Below their name write down how to contact them. Are there people in your network who could benefit by being introduced? Draw a line connecting the two circles to indicate this. Also research how you can add someone new to your network. Then follow up and demonstrate how your network works.

## Scripture

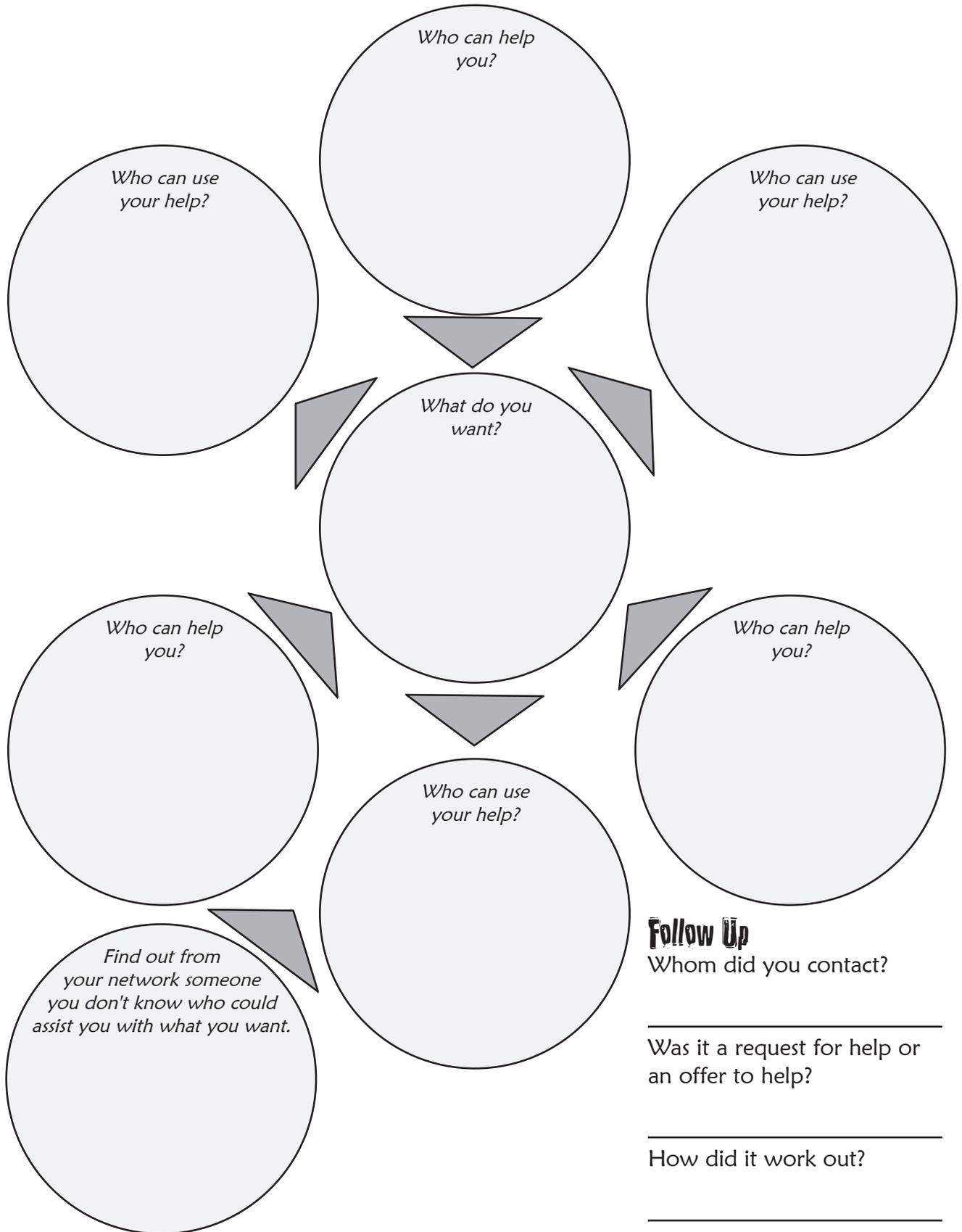
Read the following scriptures and determine how each applies to networking.

Job 2:11–13

Sirach 6:14–17

(Apocrypha)

# Portfolio 9:3 Networking in Community



# Appendix

# World Community Enrollment Form

To order Emblem and Insignia go to: [www.heraldhouse.org](http://www.heraldhouse.org) and search for World Community

Please print or register on-line at [www.HeraldHouse.org](http://www.HeraldHouse.org)

Youth Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State/Province \_\_\_\_\_  
 Zip/PostalCode \_\_\_\_\_  
 Nation \_\_\_\_\_

Mentor Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State/Province \_\_\_\_\_  
 Zip/Postal Code \_\_\_\_\_  
 Mentor's Signature \_\_\_\_\_

*By signing, I am indicating I am a registered youth worker with the Community of Christ.*

Congregation \_\_\_\_\_  
 Mission Center \_\_\_\_\_

Pastor's Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State/Province \_\_\_\_\_  
 Zip/Postal Code \_\_\_\_\_  
 Pastor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please indicate through which type of children/youth ministry program this emblem will be awarded:

- Cub Scouts       Webelos       Boys Scouts       Explorers
- Brownie       Junior Girl Scout       Cadette Girl Scout       Senior Girl Scout
- Campfire       4-H       Girl Guides       Church School
- Other, please specify \_\_\_\_\_

For all scouting organizations, please provide the following information:

Rank \_\_\_\_\_ Unit # \_\_\_\_\_ Council Number \_\_\_\_\_ Other \_\_\_\_\_

Choose how you wish to receive the resource:

- I will download/print the resource from the website.
- Please send the resource materials to the mentor (allow four to six weeks)

Choose which level the youth would like to participate in:

- Light of the World (8 years of age and older)
- Path of the Disciple (11 years of age and older)
- Exploring Community Together (15 - 18 years of age)

*For Office Use Only*

There is no fee for enrolling in World Community.

Send this form to: World Community Program, Forefront, 1001 West Walnut, Independence, MO 64050. It may be faxed to (816) 521-3066 or scanned and e-mailed to [sales@HeraldHouse.org](mailto:sales@HeraldHouse.org).

## **Celebrating World Community**

*Use this outline as a guide for the ceremony to celebrate completion of each World Community level, either as part of a regularly scheduled Sunday morning worship or a separate service.*

### Call to Celebrate

Explain that we are called together to celebrate the achievements of young people in the World Community program, the religious emblems program of the Community of Christ, which calls them to discipleship development.

### Circle of Friends liturgy based on Ecclesiastes 4:9–10

"Two are better than one, for if they fall, one will lift the other up."

Place an Earth Flag or other symbol of the world, such as a globe, as an altar. Say: Let us center our thoughts and prayers at this time on the whole world, as we place \_\_\_\_\_ as a symbol of unity with the Earth.

Have individuals read the following statements as they light candles and place them in a circle around the altar:

I place the light of love on the altar representing our circle of friends in Africa.

I place the light of understanding...Middle East.

I place the light of friendship...Europe.

I place the light of hope...Asia.

I place the light of faith...Central America and South America.

I place the light of care...North America

I place the light of joy...Australia

I place the light of peace...the Islands of the Seas

(Add additional statements depending on situations in the world and the number of others you would like to involve.)

### Prayer of Confession and Affirmation

Gracious and loving God, we celebrate the joy, hope, love, and peace found in our world community. We are aware that life is sacred and sometimes difficult and sometimes peaceful. We would pray, O God, that we remember that we are part of one world, and that what we do affects others. Help us do for others what we would ask them to do for us. Help us create circles of increasing understanding so that we might be more aware of how to care for one another and all your creation as we grow in community. In Jesus' name we pray, Amen.

### Recognition

Call forward each youth who has completed a level of World Community. Announce their name and which level has been completed. Present their emblem, certificate, and congratulate them on the accomplishment. Include an explanation of how earning this award has helped them prepare for service to the world as a disciple of Jesus Christ. Invite the congregation to share in a short reception afterward where they can look through portfolios participants have created, visit with each youth individually. Serve refreshments if possible.