

# 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

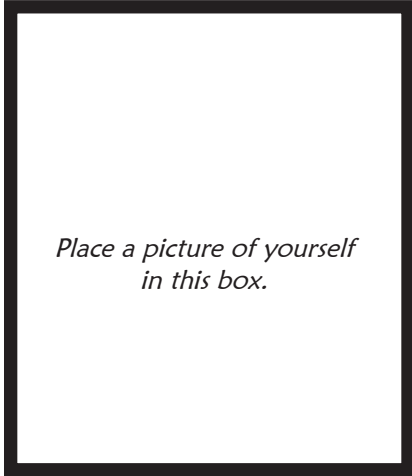
## Scripture

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:

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Jesus expects us to deny

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

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

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## 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.

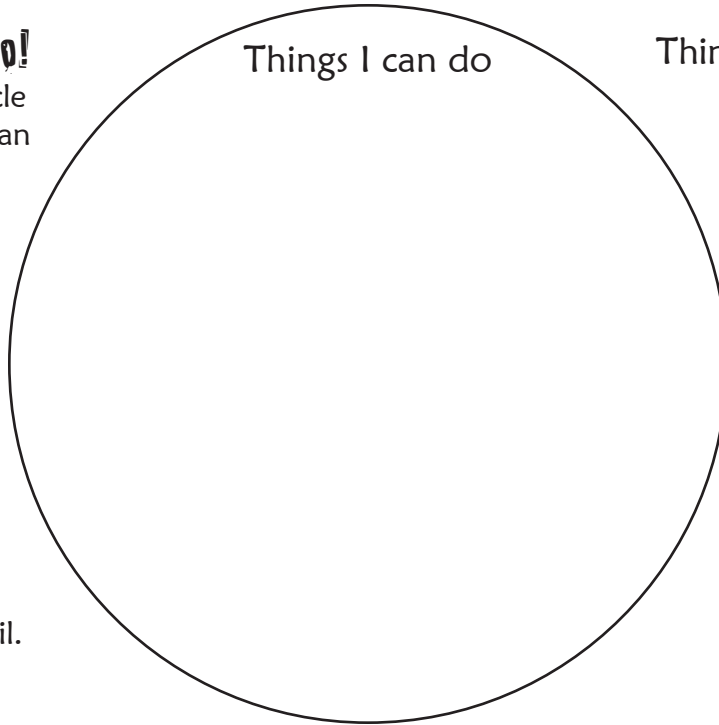
# Portfolio 1:3 What We Can Do for God

## 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.

Things I can do

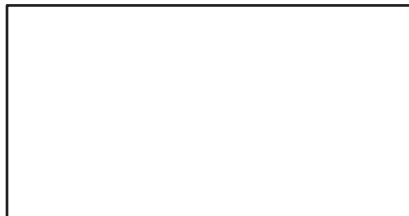
Things I cannot do



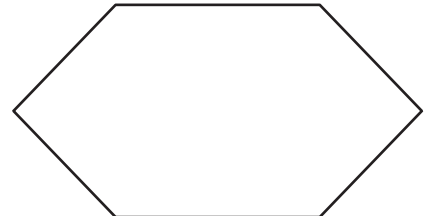
## Putting It Together for God



*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?

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## 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.*



## 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?**

\_\_\_\_\_