

Share Christ's Peace: Going Deeper

Reunion 2007

Lessons for Youth: Ages 12 to 17

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Introduction

The peace of Jesus is what the gospel is all about. It is the way Jesus lived, and it is what Jesus wants us to be in the world. Peace is the "good news" that the world needs to feel and hear.

When Jesus healed the sick, fed the hungry, forgave sins, and took care of those who were bullied or hated or ignored, he was a peacemaker. Everything Jesus did was peacemaking, and he challenges us to live *our* lives this way.

This year's reunion theme, "Share Christ's Peace: Going Deeper" gives us an opportunity to learn more about what the peace of Jesus means and what to do as disciples in the Community of Christ.

This week youth will learn to go deeper into Jesus' teachings; they will discover ways to seek the kingdom; they will break down walls that stand in the way of peace; they will say yes to Jesus; they will be models for peace in what they do and say.

May your reunion experience and your ministry with youth be blessed as you work together to bring about the peace of Jesus.

"The peace of Jesus Christ" contains all of the promises, hopes, and blessings of the gospel . . . Jesus Christ speaks "peace" and opens the way to peace . . . for the whole of creation.—Stephen M. Veazey, 2005 World Conference Sermon

Class Planning

Planning Checklist

___ Plan times, location, and expectations with camp director and reunion leadership team.

___ Choose activities.

___ Oversee budget.

___ Determine numbers of youth and their ages.

___ Determine format and schedule to be used.

- ___ Review and assign classrooms and activity areas—indoor and outdoor.
- ___ Distribute curriculum to leaders/teachers and prepare.

Community of Christ Hymnal Abbreviations

Hymns of the Saints—HS

Sing a New Song—NS

Sing for Peace—SP

By Request—R-

Class Planning

The class activities for youth are designed to be creative, experiential, and fresh—and should encourage scripture study, reflection, and application. Relax and let the youth explore and discover.

Class Structure

Materials are available so that youth can work by themselves, in pairs, in small groups, and with the entire class. Materials have been created with several options and should be studied to determine how best to meet the needs of the students. Materials can be adapted to fit the specific needs of the groups. Ideas for prayer, crafts, books, and films are given to incorporate into class time also.

Journal prompts are provided for personal reflection. Before class begins, prepare simple journals or provide supplies for each student to make their own on the first day of class.

Youth Involvement

Many youth like to be involved in class planning and can give important input into what would be meaningful and exciting for them. If possible, meet with youth before reunion; brainstorm ideas for movies, games, activities, and more. Once at reunion, depending on the skills of the group and activities selected, consider having youth lead some of the activities each day. For instance, youth can take turns leading the games, offering worship, leading prayer, etc. Be prepared to assist them, if needed, helping them to succeed.

Day 1—Go Deeper: Know Jesus, Know Peace

Worship Center

For the week, display a picture of Christ with the banner “Share Christ’s Peace” near it. You may want to add daily-theme banners around the room as the week progresses.

Prepare posters, overheads, or PowerPoint slides of daily themes and scriptures.

Scripture Reading

Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid.

—John 14:27 NRSV

Music suggestions:

“I Have Called You by Your Name” R-10

“Now Sing to Our God” NS 40

“Shine, Jesus, Shine” NS 45

“What Does the Lord Require of You?” NS 52

“Center of Peace” SP 1

“Gather Your Children” SP 3

“Called by Christ to Love Each Other” SP 36

“I Am the Way” by Mark Schultz, *WOW 2001* CD or *Mark Schultz* CD

Gathering/Worship

Intergenerational book: *Rainbow Fish and the Sea Monsters’ Cave* by Marcus Pfister, translated by J. Alison James (North-South Books, 2001), ISBN 0735815372.

Lesson

Jesus the Peacemaker

Before class, make hang-tags for each student using a sheet of typing paper. Punch two holes on one side and thread a string through them. When campers arrive, distribute one to each. Instruct them to hang the tags around their necks and on their backs. Their assignment is to think about Jesus as a peacemaker. What can they recall from the stories of Jesus that are examples of peace or peacemaking? Give them a marker that will not leak through the paper. They are to find someone they don’t know very well, introduce themselves, write their examples on each other’s tags, and explain why they chose their examples.

When all partners are finished, have them bring their tags to the instructor and find a place to sit. Use the tags to make a chart on paper or poster board for the wall. Put similar ideas on the same line. As a class, analyze the chart. Use extra paper to make additions the class might suggest.

Put this quote from Ulrich Mauser on poster board or PowerPoint for the class to see. Read and compare Mauser's points to their bar graph. Add any examples that the class may have missed. Ask the class if they agree with the quote.

It is possible to describe the entire ministry of Jesus as a single act of peacemaking. If one takes into account that the healing of the sick, the feeding of the hungry, the care of the neglected and despised, and the forgiveness of sins are all aspects of the restoration of God's peace through the powers unleashed by the dawn of God's kingship on earth, one may fairly say that the core both of Jesus' preaching and his acts is captured in the phrase: Jesus the peacemaker.

—Ulrich Mauser, *The Gospel of Peace: A Scriptural Message for Today's World* (Louisville, KY: John Knox Press, 1992), 188.

Defining Christ's Peace

The theme for reunion is "Share Christ's Peace: Going Deeper." Ask youth, "What is the peace of Jesus Christ?" Ask someone to read John 14:27 NRSV. (Have it posted in the room or provide Bibles for all to look up the scripture.) Ask another to read the statement by Stephen Veazey, president of Community of Christ. Have it also posted.

The phrase "the peace of Jesus Christ" contains all of the promises, hopes, and blessings of the gospel as revealed by Christ and as affirmed by the Holy Spirit, his promised presence with us. In all of the places in our lives where we are afraid, anxious, discouraged, guilt-ridden, or alienated, Jesus Christ speaks "peace" and opens the way to peace, not just for individuals, but for the whole of creation.

—Stephen M. Veazey, 2005 World Conference Sermon

These references help us to better understand, but for many there are still questions like the following:

1. What are the promises of the gospel?
2. What are the hopes of the gospel?
3. What are the blessings of the gospel?
4. Who is Jesus Christ? How did he share peace? (We've already started to answer this question.)
5. What is the Holy Spirit? What is its role?
6. Where in your life are you afraid? anxious? discouraged? guilt ridden? alienated?
7. How does Jesus Christ open the way to peace for you? your family? your congregation? your community? for all of creation?
8. What does it mean to be the peace of Jesus? How do we do it?
9. What other questions might youth have?

These are some of the questions that we'll begin to answer this week; many of them we'll continue to explore our entire lives.

Why do we need to go deeper to understand what Christ's peace is? To help us better understand, we can look at one of Jesus' parables. He used them frequently. Share the following parable with the class.

I will show you what someone is like who comes to me, hears my words, and acts on them. That one is like a man building a house, who dug deeply and laid the foundation on rock; when a flood arose, the river burst against that house but could not shake it, because it had been well built.

—Luke 6:47–49 NRSV

What is the truth we are to understand from this parable?

Divide into several small groups to write a definition for Christ's peace. Add examples and list different ways of exploring the peace of Jesus Christ. Come together and share definitions and examples. Combine to make a class definition. Use the definition provided above, taken from the adult reunion text, and compare it to the class definition.

Lessons Jesus Taught about Peace

Divide the class into four teams, giving each team a poster board and markers. Assign a different Gospel to each team, and have them search for and record on their posters lessons Jesus taught about peace, both inner peace and corporate peace. They might be statements that come from conversations or sermons, or they might be messages from parables and /or experiences. Be sure they put a scripture reference by what they find, in case they need to locate it later. Put the posters on the wall and share.

Activity Suggestions

How It Works

Divide the class into small groups. Have groups draw a diagram on a large sheet of paper, telling what they think the peace of Christ is and how it works. Share each group's diagram with the entire class. (If you have a large group, combine two or three groups for sharing.) Combine elements of each group's diagram to make one that represents the class. Display during the week. Add or adjust the information as the week continues.

Video Book

What did Jesus, the peacemaker, do? If we share the peace of Jesus, what would we do? During the week, go around the reunion grounds videotaping people being the peace of Christ. Divide into video teams, and make a taping schedule so there will be opportunity for everyone to get a chance to use the video camera(s). Let worship planners know what you're doing, and include your video in the closing service. In the event a video camera is unavailable, the youth may be able to record events on paper, and then create skits to reproduce the events witnessed.

I Am the Way

Show a picture of Christ. Listen to “I Am the Way” by Mark Schultz on the *Mark Schultz* CD. Give each youth several sticky-notes and a pen. Provide extra sticky-notes if necessary. After listening to the song ask teens to write on their notes the names of people who have shown them Christ’s peace at one time or another in their life. Play the CD again as they write.

When youth are finished with their notes, have them post them on a wooden cross at the front of the room, and offer a silent prayer of thanks for these people. Display the cross throughout the week with a supply of blank notes and pens so additions can be made.

Finding Direction

The fact that so many people clutter their lives with “fast forward” activities may be an attempt to satisfy, cover-up, hide, or ignore their spiritual inadequacies, because they don’t know how to deal with them. Today’s schedules don’t allow much reflection time: a time to look inward and begin to know Christ’s peace. During the middle ages, people searching for meaning to their lives or answers to problems would walk a labyrinth. Made of concentric circles, a labyrinth is a geometric path that leads to the center and back out again. Within the labyrinth, the path winds back and forth in circuits. Each turn is 180 degrees, an about-face, so to speak. Along the path of many labyrinths, are locations for meditation or inward reflection. These locations provide an opportunity to reflect on what it means to share the peace of Christ.

Take the class to an open area, and make a labyrinth for reunion campers this week to help them reflect on what it means to share Christ’s peace. Several groups may want to help with this project. Use sidewalk chalk, masking tape, or field markers. These directions require approximately an 18 x 18 foot area. (See directions for drawing and making stops for a labyrinth on page 19 of this resource.) Paths are about two feet wide. Mark off seven stops along the path. The first will be as students enter the path, and the last will be after they exit. Space the other stops along the way with either stop three or four at the center. Let teens enter one at a time. This is a silent activity so no one’s individual searching process will be disturbed. Ask them to wait patiently for the person before them to finish and move on before they begin at the next stop. Prepare the directions ahead of time, and make them available for each site. Use headphones and portable CD players for the sites that suggest music.

Journal

When it comes to sharing the peace of Jesus Christ, one of the biggest questions for youth is “Why?” It may be hard for them to identify what motivates or causes them to desire to make such a personal proclamation. To help youth process this dilemma, ask the class to write the name, Jesus Christ, down the middle of a journal page. On the left side, write things that describe Christ’s peace. On the right, write things they wish others knew about Christ’s peace. Encourage them to think about the people they can turn to for support in sharing the peace of Christ. Write those names around the edge of the page.

Peace Prayer

Prayer Puzzle of Peace

Cut out of paper or poster board large letters that spell the words CHRIST'S PEACE. Then cut the letters into smaller pieces to create a puzzle. Give each person one or more pieces of the puzzle and a pencil. Ask them to write on their puzzle pieces three things that they believe keep us from experiencing peace. Next, have them write three things that could bring us closer to Christ's peace. Their examples might include: conflicts between people, attitudes, the world we live in, prayer, friends, governments, or families. Then have them write a prayer asking for God's help in sharing Christ's peace. Put the pieces together to spell the words CHRIST'S PEACE. As each person puts their piece in place, let them read their prayer.

Day 2—Seek the Kingdom: God’s Community

Scripture Reading

Do not be defined by the things that separate you but by the things that unite you in Jesus Christ

—Doctrine and Covenants 162:5a

In the Community of Christ, the cause of Zion refers to the kingdom of God as it finds expression on the earth. Sometimes called the peaceable kingdom, the vision of Zion calls us to imagine how things can be if our relationships and priorities were aligned with God’s purposes.—David Schaal, First Presidency

Music Suggestions

“Community of Christ” R-11

“Companions on the Journey” NS 7

“Seek Ye First” NS 44

“Gather Us In” SP 4

Gathering/Worship

Intergenerational book: *Russell and the Lost Treasure* by Rob Scotton (HarperCollins Children’s Books, 2006), ISBN 0-0605-9851-4.

Lesson

Web of Peace

Holding on to one end of the yarn in a yarn ball, toss the “ball” to another person. As you do so, ask the youth who caught it to share one good thing that happened to them during the past week. The receiving person should then hold on to their section of yarn, and toss the yarn ball to another person. Continue until everyone in the class is connected in a web-like manner with the yarn.

While still connected, ask everyone to follow your directions: stand up, take three steps to the right, sit down, stand up again and turn around, then take two steps back.

Stop the activity and ask everyone to let go of the yarn. Discuss the effects of being connected. Was moving in sync easy? What happened when one person moved and another did not? How is the connectedness within the web like the connectedness we have with others in our community and in the world? How do our actions affect others? If we choose to work against each other instead of together, what happens? When Christ is at the center of our life, how does it make a difference? What role does Christ play in bringing us together?

Creating Community

Open with a movie clip from *Men in Black* (Columbia Pictures, 1997, PG-13). Show the scene where recruits are taking a test. Begin movie as recruits tear open their test package. End at the scene where all the recruits stare at Edwards. This clip is about one minute and thirty seconds long.

Questions about the movie clip:

1. What does this say to you about building community?
2. What other situations give you flexibility in changing from an individual perspective to a community perspective?
3. How do we create a sense of community? Describe a process for community building. Are there several ways?

Activity: Draw a diagram of the process using stick figures and arrows.

4. How are you at inviting people to join our community?

Activity: On one wall of the room post a sign that says, "Intentionally Invite." On the opposite wall post a sign that says, "Timid, Never Invite." Ask youth to line up between the signs indicating how they see themselves as inviters to community. Ask everyone to observe the line. Where do most of the youth line up? What does this say to you?

5. Think about some communities you belong to. Who do they represent? How diverse are they?

Activity: Post one of these signs in each corner of the room, "Same," "Racially Diverse," "Generationally Diverse," "Economically Diverse." Ask youth to place themselves in a corner they think best describes their community. Ask everyone to look over the room and make observations about what they see.

Remove the signs from the corners. On one side of the room, post the "Same" sign. On the opposite wall post a sign that says, "Diverse." Now ask the students to line up between the signs indicating how they see their home church. Together make observations about what the line is indicating.

6. What would Jesus say about the diversity of our home congregations?
7. How can we intentionally create community between different types of people—racially, intellectually, generationally, economically, philosophically, and socially?
8. How do we make our community welcoming to others?

Seeking the Kingdom

Ask someone to read Doctrine and Covenants 162:5a and the paragraph by David Schaal from the adult reunion text included above.

Record the criteria below on poster board so all can see.

Zionic Values

1. A condition of community in which persons live in right relationship with God and one another.
2. Persons learn to resolve conflicts peaceably.
3. Values centered in the life of Christ so we are of one heart and one mind.
4. An absence of poverty and the presence of peace.
5. Allow God to work within us or call us to whatever place God chooses.

Based on this information, how does your community compare? Does the community formed by campers and participants at reunion have the potential to be the “peaceable kingdom”? How? What do you look for in God’s kingdom on earth? How do you align a community to God’s purposes?

Activity Suggestions

“Seek the Peaceable Kingdom” Theme Park

Draw a theme-park blueprint on a large sheet of paper with markers —based on your knowledge of the kingdom of God on earth. Look through scripture and other sources to find the specs on God’s peaceable kingdom. Think about all the exciting features your peaceable-kingdom park could offer to the people of the world. Some features might include the friendly Ferris wheel. People who ride the wheel become caring friends with one another. After getting off the wheel, they want to make more friends with the people around them. Another example may involve the concession stand where eating and sharing together with others is the object. Be imaginative God’s kingdom is big enough for everyone. When your blueprint is finished, design a brochure showing off your park’s good qualities, and invite others to come join you.

Scripture suggestions:

- Doctrine and Covenants 11:3
- Doctrine and Covenants 45:12, 14
- Doctrine and Covenants 72:5a–b
- Doctrine and Covenants 108:3a–c
- Doctrine and Covenants 140:5c
- Doctrine and Covenants 150:11–12
- Doctrine and Covenants 151:9–10
- Doctrine and Covenants 154:7
- Doctrine and Covenants 155:8
- Doctrine and Covenants 156:11
- Doctrine and Covenants 157:11–12
- Doctrine and Covenants 158:11–12
- Doctrine and Covenants 161:3a, c, 6a
- Doctrine and Covenants 162:1b, 4a–b, 5b, 6c, 7a

Working Together

This activity will take some preparation, but the results will be worth it. You’ll need four basic supplies: 80 feet (25 m) of strong string, a 2-inch (5 cm) plastic or metal ring, a small ball (about the size of a tennis ball), a small throw pillow. Cut the string into ten, 8-foot (2.5) lengths. Tie one end of each 8 foot (2.5 m) piece of string to the ring.

Place the ring in the middle of the room on top of a small pillow with the string spread out around it. Assign a person to each string. If necessary, one person can control two strings. Balance the small ball in the center of the ring. Challenge the group to lift the ball off the pillow by coordinating their strings. Then, as a group, move around the building, in and out of doors, while constantly keeping the ball balanced in the ring. The goal is to bring the ball and ring back into the room and safely place it on the pillow.

To accomplish this task, the group will need to communicate while they work together. The task will not always be easy, or even obvious, but it can be done. Make several attempts using different groups.

After the activity, sit down and discuss. How did they feel when posed with the challenge? What frustrations were experienced? Who took the lead? Did the lead change according to the circumstances? What part did each person play? How is this activity like forming God's community?

Reunion Community

Give each student a small sticky-note. Have them put their thumb on an ink pad then press their thumb on their sticky-note. Each student is to make a character from their thumbprint that represents them. Provide markers so they can add arms, legs, facial expressions, hats, earrings, or whatever helps identify them. Notes can be put on a chart with the student's name beside it and where they're staying in the reunion community. (Notes could also be put on the theme park activity. Give students the prompt, "Where would you like to visit in your peaceable kingdom theme park?" They could change theme parks each day of reunion exploring the theme parks of the other groups.)

Camp Survey

Send the youth out to interview campers of all ages. Ask each person the same questions, "What is the kingdom of God on earth? What is the peaceable kingdom? What is Zion?" Record the interviews on video. If video is not available, use a tape recorder or write down the responses. Compare and discuss the results of their interviews. How might all the answers fit together to help create a better understanding of Zion?

Journal

What does "Seeking the Kingdom: God's Community" mean you'll have to do more of or do differently? What supplies will you need?

Peace Prayer

Community Prayer

Form a circle. Begin the prayer giving thanks for the gift of God's kingdom and the scriptures that show us the way. Leave the prayer open-ended, allowing the person next in the circle to continue it. Each person adds their own thoughts about seeking the kingdom until the last person makes their contribution and closes the prayer with "Amen."

Day 3—Break Down Walls: Build Bridges

Scripture Reading

For he is our peace; in his flesh he has made both groups into one and has broken down the dividing wall, that is the hostility between us.

—Ephesians 2:14 NRSV

The One who created all humankind grieves at the shameful divisions within the human family. A prophetic people must work tirelessly to tear down walls of separation and to build bridges of understanding.

—Doctrine and Covenants 162:6b

Music Suggestions

“Put Peace into Each Other’s Hands” R-15

“Let Justice Roll like a River” NS 28

“Make Me a Channel of Your Peace” NS 34

“Weave” NS 51

Gathering/Worship

Intergenerational book: *The Coconut Monk* by Thich Nhat Hanh, illustrated by Vo-Dihn Mai (Berkeley, CA: Parallax Press, 2005), ISBN 1-8883-7553-1.

Lesson

Human Walls

Remember the game “Red Rover” where you divide into teams and one team calls out for someone on the opposite side to run over and break their human wall. If you break the wall, you can select a hostage and return to your home side. If you fail, you became an outsider in new territory. You continue this “wall” competition until time runs out. The winner is the team that captures the most people.

This game creates artificial walls. Were you the one who couldn’t wait to be captured and joined the opposing line? Were you the last one or the only one never to be captured? What are some of the walls we create that separate us from others? Pass around several notepads. Have each student write down one “wall” that separates people. Continue rotating the pads for one or two minutes or until everyone has added several ideas.

Stop the activity and have the persons holding the notepads to read the lists in their hands.

Then discuss these questions:

1. Why do we create walls?

2. What do we allow to come between us (hurt, want, fear, power, misunderstanding, pride, money, hatred, anger, mistrust, jealousy, greed, prejudice, religion)?
3. Can we tear these walls down? How?

Read Ephesians 2:11–22 NRSV from a PowerPoint slide or poster. The apostle Paul was talking about the people he knew in his life. He was telling the people who had accepted Christ that as others came to know God as they did, those people would also be included in the household of God. Just as it was difficult for those around Paul to accept the socially unacceptable of that time, it is hard for us today to accept some people. What breaks down those walls (faith, trust, love, forgiveness, knowledge, education, kindness, hope, prayer, friendship, an open mind, listening, and communication)?

Create an artificial “wall” in the class. You might put all teens with straight hair in one group and the others in another. Favor one group over the other throughout the activity. Call on them to answer all the questions, coach them if they don’t know the answer, only give them easy questions, and provide them with treats. Be sure to have enough treats to give to everyone at the end of this exercise.

1. In Ephesians 2:11–22, the people who were not Jewish were _____. (Gentile)
2. Christ is _____. (Peace)
3. Christ broke down the _____. (wall)
4. The different peoples were separated by _____. (hostility)
5. Jewish law had many _____ and _____. (commands, ordinances)
6. Christ _____ that law. (abolished)
7. His purpose was to make _____ (peace) and bring people back to God.
8. Christ accomplished this with his _____. (death on the cross)
9. Through him we have access to _____. (God)
10. Those who aren’t Jewish are no longer _____ (strangers), but citizens together with the _____. (household of God)

Discuss how each group reacted to the situation created by the artificial barrier.

The Selfish Giant

Tell the story of “The Selfish Giant” by Oscar Wilde. If possible, obtain the twenty-minute video, *The Selfish Giant* by Oscar Wilde (Lions Gate, 1985), ASIN: 6-3023-2772-5. The story is available in several different children’s books and available online using keywords “Oscar Wilde” or “The Selfish Giant.”

No one is excluded from Christ. As followers, we provide the action; we set the example. Everyone is invited into God’s household. New love and peace come through Christ. Human barriers can’t keep him out. Christ brings peace, justice, and reconciliation. Discuss how this story helps us better understand Christ’s peace and the importance of breaking down walls.

Activity Suggestions

Different, yet the Same

Provide small packages of M&M candies for each student. Ask each to look at and count the number of different colors in their package. Distribute sheets of graph paper, and have the teens draw bar graphs to represent their M&M color count. Next, combine the data into one graph representing the entire class. Compare the different colors to the diversity of people around the globe. Ask everyone to close their eyes and eat a few of their M&Ms. Ask: “Do the colors taste different?” (No, they are all chocolate. They are the same inside even though they appear different on the outside.)

Building Bridges

Now that we’ve seen the importance of breaking down walls, we must discover tools that bring us together so all can share in Christ’s peace. Divide into teams of four or five students. Provide each team with a bag of miniature marshmallows, small gumdrops, and a package of dry spaghetti. Challenge the teams to build a free-standing bridge with their materials. Explain that they will have ten minutes for the competition—two to think individually, three to plan strategy as a team working together, and five to build. Monitor the time for them.

After the activity, discuss what strategies were used to support and strengthen their structure. What problems did they face? What did they have to overcome to build their bridge? Did team effort help? What solutions were successful? How does having a good foundation help? What foundational concepts guide you daily? How do you receive strength to share the peace of Christ? Identify ideas that would help them in sharing Christ’s peace. Record the strategies on a flip chart. Have students select an idea they can use at home, then form groups of three and share what they plan to do. End the activity with each member of the group offering a prayer for the support of the others.

Prayers for You; Prayers for Others

Ask each student to find a stick about the size of a pencil. Collect all of the sticks and bundle them together. Show the bundle of sticks, and discuss how the sticks are like problems we have sometimes when we try to build bridges or overcome obstacles in sharing the peace of Christ. Let anyone who wants to try to break the bundle of sticks. (As leader try to break them as well.) All together, the problems we encounter seem overwhelming. When we allow Christ’s peace to help us, we are provided the strength to overcome those obstacles. How does Christ’s peace give us strength? (Take sticks apart and hand one to each student. Tell them to break their sticks.) Christ’s peace helps us see in new perspectives and shows us new ways to overcome our problems by helping us face them one by one.

Piece to Peace

Before reunion, collect old jigsaw puzzles. Cut 5 x 7-inch rectangles from heavy cardboard—two for each student. Cut a rectangle opening in the center of half of them so

they will accommodate a photo. Provide students with bottles of clear-drying glue, and have them decorate their frames by gluing puzzle pieces on the cardboard with the opening. When the glue is dry—you may need to complete the activity the next day—place a thin line of glue on the solid cardboard piece ¼-inch from the outside edge on three sides. Leave one of the short sides glue free to provide an opening for a picture to be inserted. Let them dry completely before inserting pictures. With a fine-point permanent marker write on one of the light-colored puzzle pieces “Be Peace.” Take digital pictures to fit the frames, and have them ready to give students by the end of the week.

Breaking and Building

Give each student a heavy, brown paper bag. Have them select items from a box filled with old, chipped dishes; cups; and ceramic pieces. (Check for items at garage sales and thrift shops.) Then they can insert their selected items in the bag, close it tightly, and break the items into small pieces with a hammer. Imagine these objects are walls they are breaking down. Glue the small pieces to a glass container—old, empty jars or vases—with clear, craft glue in the pattern of their choice to make a mosaic effect. When dry, insert a votive candle inside. Use these candles for Friday’s peace prayer.

Journal

What if you were treated like you treat others?

What are the walls in your life that keep Christ out?

What walls do you build to keep others out?

What can you do to let Christ and others into your life?

Peace Prayer

Crossing the Bridge

Give each person a sheet of paper. Ask them to tear from the paper the shape of a cross. Provide time for reflection about the walls they need to cross or the bridges they need to build. Write these down on their torn-out cross. On the back side of the cross, write a prayer asking for God’s help in breaking down walls and building bridges. When they are finished, tell them to bring their crosses to the front of the room, and place them at the base of the picture of Christ as they leave for the day.

Day 4—A Willing Yes: Be a Giver

Scripture Reading

You have been given the principles of generosity, rightly interpreted for a new time. These principles call every disciple to tithe faithfully in accordance with means and capacity. Those values, deeply rooted in the Restoration faith, affirm that stewardship and discipleship cannot be divided and are dependent upon each other.

—Doctrine and Covenants 162:7c

Music

“Lord, I Give You” NS 32

“Take the Path of the Disciple” R-19

“I Am Standing Waiting” SP 27

“Lord Jesus, of You I Will Sing” SP 31

“This We Can Do” SP 32

Gathering/Worship

Intergenerational book: *Incredible You!* by Dr. Wayne W. Dyer with Kristina Tracy, illustrated by Melanie Siegel (Australia: Hay House, 2005), ISBN 1-4019-0782-2.

Lesson

Provide copies, project an overhead, or show a PowerPoint slide of the following rap. Separate students into small groups, and provide time to read and prepare their own version of the rap. Let each group perform for the rest.

A Silly Rich Fool

*Once a rich farmer stood in his field;
He wanted to know how big was his yield.
He felt so great as he saw his crop;
He knew his barn would be filled to the top.
I'm a wealthy man! And he started to ponder,
A bigger barn is needed out yonder.
So he got his hammer and then some nails,
First came the flooring and then the rails.
Bigger and bigger the new barn grew,
With lots of building yet to do.
He laughed while he worked as he thought of his life,
Of riches great for his son and his wife.
He never thought to offer a share
To the hungry workers gathered there.
No way, he said, this crop is all mine;
I'm planning to party and richly dine.*

*I'll wear fine clothes and look so great,
But he didn't know what was really his fate.
The very next night as he lay on his bed,
He breathed his last and they found him dead.
This man who thought he was really cool
Wound up in a grave a silly rich fool.
So don't forget to share of your wealth;
Giving to others brings spiritual health.*

—*Judi Hopkins in Worship Resources, Year C, Beginning Advent 2003 up to Advent 2004, Jane Gardner, ed. (Independence: Herald House), 167–168.*

One of Jesus' parables, Luke 12:13–21 NRSV, is about a rich man who had so much success that he was going to tear down the existing storage facility to build a bigger one to hoard his wealth. It seems he wanted to store up all his things so they'd be there when he was ready for them. Jesus called him a fool. He said something like this to the rich man. "What are you going to do with all this stuff if you die? You can't take it with you." Read the scripture and explain verse 21 about storing up treasures for yourself and not being rich in God. Do you think the rich man understood Christ's peace?

For contrast, use the parable of the "widow's mite" found in Mark 12:41–44 NRSV. Ask a volunteer to read the scripture. What is the difference between the rich man and the widow? Which one was a willing giver? Who gave more? What do these parables tell us about how to live today? How was Jesus informing us in these stories about his peace?

Read Doctrine and Covenants 162:7c from the prepared poster. Discuss how this adds to our responsibility to share Christ's peace.

We are asked to give of our resources generously and willingly. We are asked to live wisely so we will have enough to share generously. We have many opportunities. What are some of these opportunities?

Suggested Activities

Christian Generosity

Show a clip from the movie *Pay It Forward* (Warner Brothers, 2000, PG-13). Begin at the scene where Chris's Mustang is crashed and end as the stranger walks away after leaving Chris his Jaguar. Discuss what it means to give willingly and generously.

1. When have you been the recipient of generosity? Share stories when someone has given to you generously.
2. How difficult is it to give with no expectation of a returned gift?
3. When have you shared generously?
4. How would it change the world if we were all generous, willing givers?
5. How can you give your time and resources more willingly?
6. How does being a willing giver share Christ's peace?

Willing Giving

Sing “Lord, I Give You” NS 32. Look at the words again. Divide into teams, one each for voice, feet, will, hands, heart, mind, and life. Each team is to invent a working machine emphasizing their category by using only their bodies and human sound effects to demonstrate a “willing yes.” Student teams could act out a machine for their verse, and other teams might guess what their machine is (computer for mind, treadmill for feet). Each team could sing their verse before they demonstrate their machine.

Where the Church Gives

Discuss and make a list of opportunities to give that we find in the church—offerings, oblation, special offerings, and so on. Draw a Mission Tithes envelope on poster board.

MISSION TITHES 4349

Look to the needs of your own congregations, but also look beyond your walls to the far-flung places where the church must go. . . . share equally in the outreaching ministries of the church. —Doctrine and Covenants 162:7d

LOCAL		WORLD	
CONGREGATION MINISTRIES (Operating Budget).....	\$ _____	WORLD MINISTRIES (Field Ministers, New Congregations, Missionary Outreach) \$	_____
BUILDING	\$ _____	OBULATION	\$ _____
_____	\$ _____	WORLD HUNGER	\$ _____
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____
_____	\$ _____	_____	\$ _____

You may mark this box and place this empty envelope in the offering if you usually contribute in some other way or at some other time.

A

Discuss the different opportunities there. Invite a church financial officer to talk about a Disciple’s Generous Response to the class. After the discussion, give students large sheets of poster board and markers to illustrate an opportunity for sharing Christ’s peace by giving through the church. Students may work individually or as partners. Arrange drawings in a mural around the room.

Give each student three sticky-notes—blue for first choice, yellow for second choice, and purple for third choice. Tell them to write their names on each, and then tour the mural placing their notes on a drawing that represents an opportunity they want to pursue first, second, and third when they return home.

Take a look at what the group as a whole is choosing to do. Discuss what impact this group can make to share Christ’s peace by giving of their money, time, and talents.

What Can You Give?

Ask the class to think of a time when they've given something to a friend (such as lunch money, part of their lunch, or use of their text minutes). Maybe their "gift" didn't cost anything (like giving help in math class, inviting someone to church, or giving their time and energy helping someone with a project or chore). Even giving a friendly smile to a little kid at camp can be a gift. Their contributions can add up to make a huge difference in the lives of many people.

Plan a service project for the class to do at reunion. Find something suitable for your situation. It might be an afternoon car wash, picking up trash around the ground, taking the clean-up shift in the dining hall, or cleaning the shower house. Before reunion, check with the grounds keeper or reunion planning committee for any jobs that could be done during the week.

Journal

When You Give

What does sharing generously look like? Divide a round loaf of bread, a pizza, or breakfast cake into ten sections. Remove one piece to represent the giving of one tenth. That's the minimum that's required of us. If you were sharing with a stranger, how much would you be willing to give? If you were sharing with a friend, how much would you give? If you were sharing with someone who hadn't eaten in three days, how much would you give? If Jesus were sitting at your table, how much would you give? Are you willing to give more than one tenth? Write your thoughts in your journal. Listen to "When You Give" on the Mark Schultz CD.

Peace Prayer

Peace for the World

Place a large, wall-sized world map on the floor. Ask students to think about the needs of people and the environment around the world. Ask them to silently think about how they can be a willing giver to help meet some of those needs. Pass around a basket filled with dimes, asking each student to take several. Tell them each dime represents one-tenth of something they have to offer—time, talents, or monetary resources. One at a time, have students toss their coins on the map. Instruct them to pray for the needs of that continent or country where their dimes land. If the dime lands on a body of water, choose a nearby island or country that hasn't been prayed for. For their own empowerment, challenge them to willingly share Christ's peace through their resources. Tell them the dimes will be given to the World Hunger Fund, www.CofChrist.org/hunger/. If they want to contribute additional money, they can put their offering in the basket today or bring an offering tomorrow.

DAY 5—Be Peace: Live Peace

Scripture Reading

Whatever house you enter, first say, “Peace to this house!”

—Luke 10:5 NRSV

Do not be discouraged. You have not been promised an easy path, but you have been assured that the Spirit that calls you will also accompany you.

Continue your journey, O people of the Restoration. You have been blessed thus far but there is so much yet to see, so much yet to do. Go forth with confidence and live prophetically as a people who have been loved, and who now courageously choose to love others in the name of the One you serve. Amen.

—Doctrine and Covenants 162:3a, 8c

Music

“We Have the Power to Share the Light” R-17. Available on CD through Herald House.

“Instruments of Your Peace” NS 21

“Lord, Help Me to Know Your Presence” NS 31

“Make Me a Servant” NS 35

“Go, My Children” SP 44

“Brave” by Nichole Nordeman, *WOW Hits 2006* CD

Worship/Gathering

Intergenerational book: *Jerusalem Sky* by Mark Podwal (Doubleday Books for Young Readers, 2005), ISBN 0-3857-4689-X.

Lesson

Peace Be with You

Give each student a piece of colored clay. Distribute as many different colors as possible. Ask students to create something with the clay that expresses who they are or what they like. Let each one share with the class about their creation.

After each one shares, put all the clay into one ball. Let it represent the world coming together sharing Christ’s peace. Ask students to observe the different colors and see it symbolically as the spirit of shalom (peace with justice, wholeness, and living in right relationships with God, one another, and all of creation) working in the world. As everyone comes together for the common cause of peace, the individual characteristics blend in harmony and work together to complete the common purpose—joy, well-being, and harmony. Yet the individual characteristics are not lost.

Jesus, on one of the last occasions he met with his disciples, greeted them with “Peace be with you.” This meant more than “Don’t be afraid. Don’t let anything trouble you.” It was the blessing of shalom, “May God grant you every good thing.” Shalom focuses on the positive, on good things that God provides, not on fear and worry. Jesus brings peace and wellness, which is good news for us.

Be the Peace of Jesus

Demonstrate a simple science experiment. On a table, light a candle. Ask students to observe the light it gives. Ask someone to turn off the lights in the room or darken the room in some way. Ask the class to describe the difference in the amount of light the candle gives now that the room is dark.

Turn on the lights, and place a clear glass jar over the candle. Ask students to keep an eye on the candle as you discuss the light and dark in the first experiment and how the light can be compared to the peace of Jesus in our lives.

The candle under the jar will eventually extinguish itself due to the lack of oxygen. Bring it to the class’s attention if no one notices it first. Compare it to how our lives would be without the presence of Christ’s peace.

Tell the parable of the lamp on a lampstand from Matthew 5:14–16 NRSV. Ask students to think of a way they can be the peace of Christ. Turn to a partner and share.

Share the Peace of Jesus Christ!

The president of Community of Christ, Stephen M. Veazey, has said the mission of the church is

being faithful to God, being faithful to the gospel of Jesus Christ, and being faithful to the central mission of the Restoration. . . The phrase “the peace of Jesus Christ” contains all of the promises, hopes, and blessings of the gospel as revealed by Christ and as affirmed by the Holy Spirit, his promised presence with us. In all of the places in our lives . . . Christ speaks “peace” and opens the way to peace, not just for individuals, but for the whole of creation . . . Jesus Christ is our peace!

—Stephen M. Veazey, Community of Christ
World Conference Sermon, *Herald*, July
2005, 11–12.

What does this mean for you back home in your church, your school, your community? How will it affect the decisions you make each day? In what situations do you see yourself sharing the peace of Jesus? Divide into small groups. Talk about being Christ’s peace in one of these places.

Suggested Activities

Pass the Peace

This activity is taken from *Go With Peace* by Kelly Guinan (Blair, NE: Kind Regards, LLC, 2005), 102, ISBN 0-9719-2792-8.

Give each pair of students a two-inch square of paper and two straws. Students are to pass the paper to one another without using their hands. They may blow the paper across a table to their partner, they may fold the straw like chopsticks to grab the paper, or they may suck on the straw to hold the paper on the end of the straw and pass it from one partner to another.

Variation: Once students have mastered their method, divide into two teams and see which team can pass the “peace”—of paper—from one end of their team line to the other.

Together in Harmony

Find partners. Stand face-to-face putting one another’s hands together. Using their partner’s support, have each pair see how far they can lean while walking their feet backwards.

Next, have pairs turn back-to-back, linking their arms. Using the support of each other, challenge the pairs to sit down and then stand up again without unlinking their arms. Discuss their experiences during these activities. What part did working together play? Could these activities be done alone? What did you have to overcome? How was this like living peace?

Called to Be Peacemakers

The church seal is a direct reflection of the peace of Christ illustrated by the lion, the lamb, and the child living in harmony. Below the characters is the word peace. Whether it be in English, French, Russian, German, Swahili, or any other language, it is always there to remind us of the people God has called us to be: “A world-wide church dedicated to the pursuit of peace, reconciliation, and healing of the spirit” (W. Grant McMurray, “Envisioning Our Future: A Call to Transformation,” *Herald*, August 1997, 7).

Make a life-size church seal. Have each student stand in for the youth in the seal. Provide something for students to stand on so the word “Peace” is visible. Take a digital photograph and print it for each student to take home. (Photos may be displayed or put in their jigsaw-puzzle frame and used as a part of the closing service.) Invite younger children to have their pictures taken, too.



Peace Beads

Prayer beads have been used in many cultures and by many faiths since ancient times as a way of remembering specific reasons for prayer. Each bead is moved as a prayer is said. As a way of remembering your own prayers for peace, make peace beads to be worn on the wrist. Provide nine different colored beads and memory wire or elastic cord for each youth. Have students select a bead symbolic for each of the following:

Purple—praise for God and Jesus, our model for being peace

Green—peace for the earth

Blue—inner peace

Red—peace for your school

Pink—peace for your congregation

Orange—peace in your community

Yellow—peace for the church in the world

White—peace for people who need your help

Clear—a reminder to “be peace; live peace”

Journal

Working for Peace

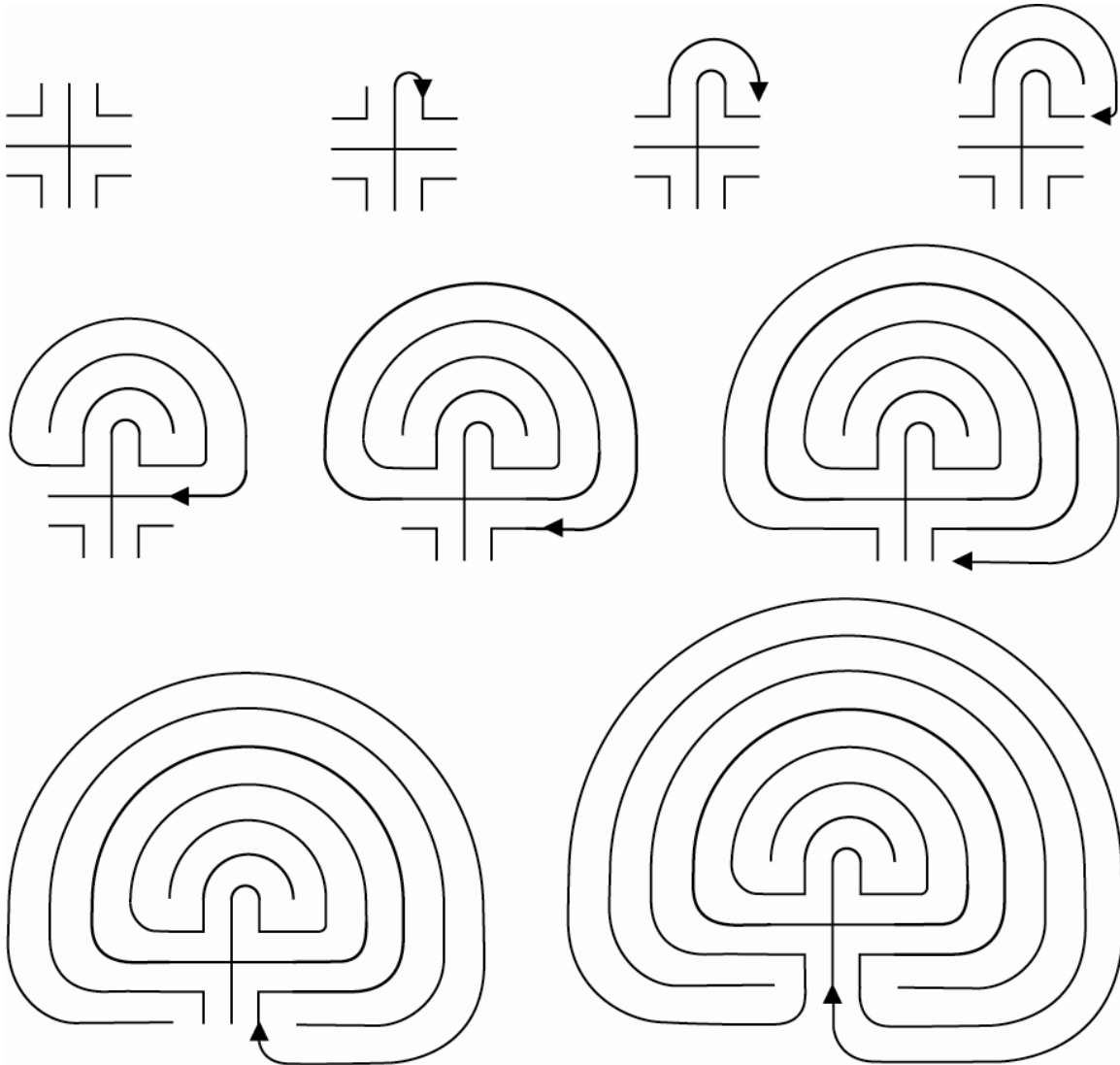
Albert Einstein once said that if only 2 percent of the world’s population were willing to change, their influence would be enough to bring about peace and security between nations. If you choose to be a part of the 2 percent willing to change, what would be your first action in the journey toward the peaceable kingdom? How can you be peace and live peace?

Peace Prayer

Peace Go with You

Place the mosaic candle holders made earlier in the week in the center of the room and light them. Put the peace beads to use, and invite students to offer silent prayers for what each bead symbolizes. When finished, give one another hugs or shake hands and say, “Peace go with you. Be peace; live peace.”

Directions for Making a Labyrinth



Stops on the Labyrinth: Searching for the Peace of Christ

Complete the stops on the path in the order given.

1. Knowing the Peace of Christ

Scripture readings:

Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid.

—John 14:27 NRSV

Become a people of the Temple—those who see violence but proclaim peace, who feel conflict yet extend the hand of reconciliation, who encounter broken spirits and find pathways for healing. Fulfill the purposes of the Temple by making its ministries manifest in your hearts. It was built from your sacrifices and searching over many generations. Let it stand as a towering symbol of a people who know injustice and strife on the frontier and who now seek the peace of Jesus Christ throughout the world

—Doctrine and Covenants 161:2a–b

Music suggestions:

“Never Alone” by Barlowgirl, *WOW Hits 2005 CD*

“Right Here” by Jeremy Camp, *WOW Hits 2005 CD*

“Presence (My Heart’s Desire)” by Newsboys, *WOW Hits 2006 CD*

2. Seek the Kingdom: God’s Community

Scripture reading:

Open your hearts and feel the yearnings of your brothers and sisters who are lonely, despised, fearful, neglected, unloved. Reach out in understanding, clasp their hands, and invite all to share in the blessings of community created in the name of the One who suffered on behalf of all. Do not be fearful of one another. Respect each life journey, even in its brokenness and uncertainty, for each person has walked alone at times. Be ready to listen and slow to criticize, lest judgments be unrighteous and unredemptive. Be patient with one another, for creating sacred community is arduous and even painful. But it is to loving community such as this that each is called. Be courageous and visionary, believing in the power of just a few vibrant witnesses to transform the world. Be assured that love will overcome the voices of fear, division, and deceit.

Stand firm in the name of the One you proclaim and create diverse communities of disciples and seekers, rejoicing in the continuing fulfillment of the call to this people to prophetically witness in the name of Jesus Christ. Heed the urgent call to become a global family united in the name of the Christ, committed in love to one another, seeking the kingdom for which you yearn and to which you have always been summoned. That kingdom shall be a peaceable one and it shall be known as Zion.

—Doctrine and Covenants 161:3a–c; 6a–b

Do not be defined by the things that separate you but by the things that unite you in Jesus Christ.

—Doctrine and Covenants 162:5a

Music suggestions:

“All about Love” by Steven Curtis Chapman, *WOW Hits 2004* CD

“All My People” by LiL Irocc Williams, *WOW Hits 2004* CD

“You Have the Power to Share the Light (A Reader’s Theater),”

You Have the Power to Share the Light CD, Herald House

“Community of Christ” by Ken Medema with Grant McMurray,

You Have the Power to Share the Light CD, Herald House

3. Break Down Walls: Building Bridges

Scripture readings:

For he is our peace; in his flesh he has made both groups into one and has broken down the dividing wall, that is, the hostility between us.—Ephesians 2:14 NRSV

The One who created all humankind grieves at the shameful divisions within the human family. A prophetic people must work tirelessly to tear down walls of separation and to build bridges of understanding.

—Doctrine and Covenants 162:6b

Music suggestions:

“Show You Love” by Jars of Clay, *WOW Hits 2005* CD

“Brave” by Nichole Nordeman, *WOW Hits 2006* CD

4. A Willing Yes: Be a Giver

Scripture readings:

Do not neglect the smallest among you, for even the least of these are treasures in God’s sight. Receive the giftedness and energy of children and youth, listening to understand their questions and their wisdom. Respond to their need to be loved and nurtured as they grow.

—Doctrine and Covenants 161:4a

You have been given the principles of generosity, rightly interpreted for a new time. These principles call every disciple to tithe faithfully in accordance with means and capacity. Those values, deeply rooted in the Restoration faith, affirm that stewardship and discipleship cannot be divided and are dependent upon each other.

—Doctrine and Covenants 162:7c

Music suggestions:

“Beautiful Name” by Zoegirl, *WOW Hits 2005* CD

“When You Give” by Mark Schultz, *Mark Schultz* CD

5. Be Peace: Live Peace

Scripture readings:

The Spirit of the One you follow is the spirit of love and peace. That Spirit seeks to abide in the hearts of those who would embrace its call and live its message. The path will not always be easy, the choices will not always be clear, but the cause is sure and the Spirit will bear witness to the truth, and those who live the truth will know the hope and the joy of discipleship in the community of Christ. Amen.

—Doctrine and Covenants 161:7

Whatever house you enter, first say, “Peace to this house!”

—Luke 10:5 NRSV

Do not be discouraged. You have not been promised an easy path, but you have been assured that the Spirit that calls you will also accompany you.

Continue your journey, O people of the Restoration. You have been blessed thus far but there is so much yet to see, so much yet to do. Go forth with confidence and live prophetically as a people who have been loved, and who now courageously choose to love others in the name of the One you serve. Amen.

—Doctrine and Covenants 162:3a, 8c

Music suggestions:

“Whatever It Takes” by Nate Sallie, *WOW Hits 2005* CD

“We Have the Power to Share the Light” by Kevin Hendrickson,

You Have the Power to Share the Light CD, Herald House