LET PEACE DWELL HERE
YOUTH
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INTRODUCTION

- Open-ended questions allow young people to explore their ideas.

- Teachers need to be OK with not having all the answers, realizing there is not always one right answer, and when there is not any right answer. Sometimes it’s beneficial for youth to see unanswered questions as a reality that adults can accept. Hang a blank poster on the wall or use a whiteboard feature if you’re meeting virtually. As students have questions, provide notes for the unanswerable questions. As the week progresses, they can add questions or see if any are answered as they have gone through lessons. When adults are insistent on answering all questions, youth can see this as disingenuous. They know that life is complicated and for adults to pretend that all things are answerable undermines trust. It also makes the story of Christ more like a fairy tale and less like something youth can apply to real life.

- Many of these activities are designed to open the door to questions and provide time to explore what youth think and believe about them. Questions and exploration are far more important than finding answers. Helping participants choose a way forward is different from answering a question. Christian discipleship is experimental. Youth should understand that while not all approaches are acceptable (i.e., if they are not grounded in love), there are many approaches that are desirable, and a disciple must be open to adaptation along the way. This is how life works and discipleship is a way of life rather than a prescription for happiness.

- Several videos are referenced in the material. If these materials are presented in a place without reliable internet, you might want to download the videos beforehand. Some of the videos only need to be shown in part. Those will be identified in the material. Many of the videos come from The Bible Project.

- Visit www.CofChrist.org/reunion-resources-2021 to make a copy of a slideshow that can be used to supplement this material. The PowerPoint slideshow can also easily move this material to a virtual context. Once copied, you can edit it. Many of the slides have a lot of text on them. Feel free to revise the slides to your comfort level.
DEFINITIONS
Post these definitions to so you can refer to them over the time together. As you teach each lesson, refer to these definitions and ask youth to make connections.

I’m going to be using the words **place** and **space**. When I use **place** I’m referring to physical, concrete areas. In using **space** I’m referring to something more abstract, something emotional and spiritual. When I talk about making **space** and **place** for others, I’m referring to the concrete and abstract ways we connect with others.

- **Place**: physical, concrete areas
- **Space**: emotional, spiritual aspects of connection between people

Cory Crawford, a professor at Ohio University, writes in “What is Function of Place in the Hebrew Bible?”: “Place in the Hebrew Bible is personal in a literal sense. Israel begins as a person and develops into a people and a land; then subdivisions of land defined by personal names: Ephraim, Judah, Benjamin, and so on. This underscores place as a means of organizing society. Place is crucial in the Hebrew Bible for defining society, divinity, and the relationship between the two.”

Material in these *Youth Lessons* includes the use of the novel *Seedfolks* by Paul Fleischman. Each chapter is told from a different person’s point of view. The people are all somehow connected to a garden. The story is set in Cleveland, Ohio, in an urban area. It’s about a group of people who come together over this abandoned plot of land. The neighborhood ultimately makes it into a community garden. Through the garden they get to know more about one another and tell about themselves and how their stereotypes are challenged—the idea that as we encounter people and we think we know something about them, but we’re not always right. The garden provides a way for people to get to know one another in new ways.

*Seedfolks* is a perfect example of placemaking. People to find space and place with one another. Watch this [video](#) that explains placemaking. In each of the daily themes, notice where the word “here” appears.

Access a discussion guide [here](#).
VIRTUAL TOOLS

These virtual tools can assist you online.

BRAINSTORMING: HOW TO JAMBOARD

Google Jamboard is a way to replace the physical whiteboard or poster paper used for brainstorming in the lessons. It has only one tool that is needed for these lessons—the sticky note. This can be chosen using a touch screen or a mouse. Then participants can type their answer on the sticky note. The notes can be moved around by touching the screen or using a mouse.

MEETINGS: ZOOM AND GOOGLE MEET

Zoom and Google Meet are good options for online settings. When leading virtual meetings, it is a good idea to record the meeting, especially if you do not have two adults on the call. You can choose “record to cloud” when setting up the meeting.

—Margo Frizzell
LESSON 1

DISCOVER PEACE HERE

Where are we to discover peace?

OBJECTIVES

• Identify “place” as an important concept in scripture through the idea of the Promised Land.
• Analyze your own spaces and places for interaction between place and people.
• Develop a concept for a promised land of your own—utopian space/place.

SUPPLIES

• Poster paper
• Markers
• Way to show videos
• Magazines: If you have difficulty finding these, go to a used bookstore. Also, libraries often give away outdated magazines or sell discounted books.
• Scissors
• Glue

SCRIPTURE—LUKE 17:20-21

Once Jesus was asked by the Pharisees when the kingdom of God was coming, and he answered, “The kingdom of God is not coming with things that can be observed; nor will they say, ‘Look, here it is!’ or ‘There it is!’ For, in fact, the kingdom of God is among you.”

GATHER

Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

Think of places in your life. A place is someplace you go.

Brainstorm a list. It could be a school, coffee shop, street, church, campground, etc.

• Are any of these places special?
• What makes them special?
• Why do people get together in those places?
• How is the place designed to make it easy or difficult for people to interact?

Use the graphic at the end of this lesson to help understand the difference between spaces that encourage interaction and those that don’t.

ENGAGE

Invites exploration and interaction (35% of lesson time)

The idea of a special place runs through the scriptures. Examples of such places are the Garden of Eden and the Promised Land.

Have participants brainstorm special places in the Bible. Make a list on poster paper. The next video talks about the protestant Christian Bible. As an introduction to the next video, define “protestant.”
Watch this [video](#) for an overview of the Old Testament. The section 2:33-8:07 is the most relevant.

Notice the pattern: God creates a place for humanity and covenants with humanity for the good of humankind. Humans break that covenant and are exiled. God seeks another human and again offers a place and creates a space through covenant. Humans again break their promises and are exiled.

What turns each ordinary place into a sacred place and space? Refer to the definitions presented at the beginning of the material.
- God’s covenant with humanity.
- Humanity’s efforts to live together in covenant with God.

Watch the next [video](#) to show the condition of exile and how exile is a theme in the Bible. Some main ideas to highlight from the video:
- Exile is the human condition.
- Jesus cared about those that didn’t have homes, the exiles.
- Jesus talked of providing space and place for exiles.
- What is your reaction to the video?
- Community of Christ says we are called to create heaven on Earth. What is your reaction to this statement? What do you think heaven on Earth means?

**SCREENSHOT FROM EXILE VIDEO**

After viewing the video and the screenshot, ask:
- How are the video and the screenshot related? What message could you derive from each of them separately? But then together?
- If our call is to create the Kingdom on Earth (Zion) then we must do what Jesus did—provide space and place for those in exile (including ourselves).
- Imagine together what those spaces might be. In your schools? In your shopping centers? In your streets?

*Ask participants to think about this question in silence for 30-60 seconds.*

As youth are thinking about this question ask them what they might see, hear, smell, taste, and feel.

Individually or in groups, work to design a poster representing ideas for providing space and place. It can be an actual map of a place or more abstract. Try to visualize it with pictures. You could have the participant create a collage using magazine pictures as well. You might say, “Express your ideas about what it means to provide space and place—about what you
envisioned during those 60 seconds of silence. Add your ideas to this paper as you see fit.”

**SEND**

Explores how the lesson might be lived
(10% of lesson time)

Introduce *Seedfolks*. Divide the chapters evenly so on the last day it will be finished, and there is time for discussion.

**BLESS**

Time of prayer, praise, blessing, and help
(5% of lesson time)

YOU ARE HOME TO THE EXILE TOUCH TO THE FROZEN DAYLIGHT TO THE PRISONER AUTHORITY TO THE SILENT ANGER TO THE HELPLESS LAUGHTER TO THE WEARY DIRECTION TO THE JOYFUL: COME, OUR GOD, COME.

~ Janet Morley

*The Episcopal Church*
LESSON 1—USE DURING GATHER

WHAT'S THE DIFFERENCE?
LES SSON 2

GROW PEACE HERE

What kinds of spaces and places allow peace to take root and grow?

OBJECTIVES

• Retell the story of the sower.
• Compare/contrast the space/places in the sower to their own spaces/places in their lives.
• Identify the ways human interactions are conducive to growth and right relationships.

SUPPLIES

• Poster
• Chart
• Sticky notes
• Poster paper
• Markers
• Four clear boxes, one with dirt packed hard, one full of a rock/dirt mix, one with thorny plants or weeds, and one with good, rich soil.

SCRIPTURE—MARK 4:3-9

“Listen! A sower went out to sow. And as he sowed, some seed fell on the path, and the birds came and ate it up. Other seed fell on rocky ground, where it did not have much soil, and it sprang up quickly, since it had no depth of soil. And when the sun rose, it was scorched; and since it had no root, it withered away. Other seed fell among thorns, and the thorns grew up and choked it, and it yielded no grain. Other seed fell into good soil and brought forth grain, growing up and increasing and yielding thirty and sixty and a hundredfold.” And he said, “Let anyone with ears to hear listen!”

GATHER

Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

Read the scripture aloud. Present the poster with the blank chart found at the end of this lesson. Give each student several sticky notes. Review the definitions of space and place as defined earlier in the week. Ask youth to reflect on the
places in their lives. Have youth write places in their lives that represent the different soils in the scripture on sticky notes, one place per note. Have participants put their sticky notes in the correct column on the chart. They can put the same place in more than one column.

Example
School might be thorny—a place where faith feels choked out. It can also be a good soil—a place where they receive a lot of support from friends and adults.

Review the different answers on the chart. Discuss with participants why certain places in their lives might represent the different kinds of soil.

ENGAGE
Invites exploration and interaction
(35% of lesson time)

Present four clear containers of dirt—one packed hard, one full of a rock/dirt mix, one with thorny plants or weeds, and one with good, rich soil. Drop seeds on each one and discuss why the seeds won’t or might grow.
• Why or when might our hearts be like the hard soil, unable to let the seeds in?
• Who/what in our lives might be like the birds that eat up the seed before it can be truly planted?
• When people first learn about Jesus, they can become excited and join everything. But this sometimes doesn’t last. Which seed do you think represents this person? Explain.
• What things in our lives are like the thorns that distract us and block the goodness of God’s love for us?
• What kind of places (concrete actual places) and spaces (emotional and spiritual conditions) make a good place for God’s love to grow?

RESPOND
Takes the learners from hearing to doing
(35% of lesson time)

To cultivate this space in our heart for seeds to grow and the places outside that foster love to grow in others, we must meditate on God’s word for us and consider how to turn it into action.

Read this scripture. Print the scripture or project it so youth can read it as you read it aloud. Refer to it as you teach the next activity.

Doctrine and Covenants 164:6 a-b

As revealed in Christ, God, the Creator of all, ultimately is concerned about behaviors and relationships that uphold the worth and giftedness of all people and that protect the most vulnerable. Such relationships are to be rooted in the principles of Christ-like love, mutual respect, responsibility, justice, covenant, and faithfulness, against which there is no law.
If the church more fully will understand and consistently apply these principles, questions arising about responsible human sexuality; gender identities, roles, and relationships; marriage; and other issues may be resolved according to God’s divine purposes. Be assured, nothing within these principles condones selfish, irresponsible, promiscuous, degrading, or abusive relationships.

This scripture says that Christ-like love is a principle in which to root relationships.

Watch this video to consider what Christ-like love is.

Other concepts that create good soil for relationships are respect, responsibility, justice, covenant, faithfulness. These relationship qualities need to be rooted in Christ-like love. Create five smaller groups from the main one. Give each group a piece of poster paper and some makers. Assign each group one of the five words and have them write their assigned word in the middle of their paper, big enough to read from a distance. If the group is younger or does not have enough kids to create the smaller groups, assign just respect, responsible, and justice.

Older participants can address the words covenant, faithfulness, and justice.

Ask them to create a mind map to define the word. The mind map should include words and pictures. It should include a definition, examples, and represent what it looks like if it’s rooted in Christ-like love. Here are some examples of mind maps. If you prefer, you can assign a word web instead.

SEND
Explores how the lesson might be lived (10% of lesson time)

Read aloud from Seedfolks. If connections can be made to discussions from the last two days, you can take time to do that. Refer to the study guide at the beginning of these materials for ideas.

BLESS
Time of prayer, praise, blessing, and help (5% of lesson time)
### The Parable of the Sower

Mark 4:1-20

<table>
<thead>
<tr>
<th>GOOD</th>
<th>THORNY</th>
<th>ROCKY</th>
<th>PATH</th>
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</thead>
<tbody>
<tr>
<td>still others fell</td>
<td>some seeds fell among</td>
<td>some seeds fell on the</td>
<td>some seeds fell on the</td>
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<tr>
<td>on good soil and</td>
<td>the thorn and were</td>
<td>path and were eaten by</td>
<td>path and were eaten by</td>
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<td>100 x more</td>
<td>choked out</td>
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<td>they produced</td>
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LESSON 3

PRACTICE PEACE HERE

How do I create spaces for peace?

OBJECTIVES

• Retell the story of the Jesus choosing his disciples.
• Analyze the metaphors for the spaces and places Jesus found his disciples.
• Connect the sea to a space and place in your life.

SUPPLIES

• Poster paper
• Markers
• Pictures of the sea
• Paper and pens

SCRIPTURE—MARK 1:16-20

As Jesus passed along the Sea of Galilee, he saw Simon and his brother Andrew casting a net into the sea—for they were fishermen. And Jesus said to them, “Follow me and I will make you fish for people.” And immediately they left their nets and followed him. As he went a little farther, he saw James son of Zebedee and his brother John, who were in their boat mending the nets. Immediately he called them; and they left their father Zebedee in the boat with the hired men, and followed him.

GATHER

Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

Present the pictures of water to participants. Place these pictures each attached to a separate piece of blank poster and a blank piece of poster paper with the word “chaos” across the top around the room. Invite participants to consider the different reactions they have to each picture and the word.

Give each youth a marker. Have them walk around the room and write on the posters answering: What do you notice? What do you wonder? After everyone has had a chance to visit each picture have participants share their reactions.
“The Sea in the Bible”

Brainstorm stories with water in the Bible on poster paper. Add this list if participants don’t come up with them in the brainstorming session.

- Chaos waters in Genesis—Genesis 7:7
- Flood (chaos) waters in Genesis—Genesis 7:17-24
- The Red Sea (chaos) parts to allow the Hebrews to pass—Exodus 14
- Moses crosses the Jordan River (chaos) into Promised Land—Joshua 1-4
- Jonah is thrown into the sea (chaos) after disobeying God—Jonah 1-2
- Jesus calms the storm (chaos) from the boat—Mark 4:35-41

This lesson focuses on the ancient symbol for chaos as water. Refer to the class “chaos” poster.

Water symbolized uncontrollable powers. Water was devastating and life giving like nature itself. The stories of God creating the world from “the abyss,” Noah surviving the flood, Moses parting the waters, Jesus calming the storm—all scriptural examples of God’s creative power and order over the chaos that brings death and uncertainty.

The focus today is about creating peace amid chaos. With this idea in the background we’re going to look at Jesus’s choice to call fisherman as his first disciples.

Read Mark 1:16-20. After the reading, highlight these points.

- Jesus calls his disciples from among people who go out onto chaos (the sea) every day to pull life from it.
- The fisherman immediately left their nets to follow. The nets were the tools of their trade—the tools they used to pull life from chaos. They dropped them to follow Jesus.
- They left their people (including their father, Zebedee) and those who face the chaos daily with them, to follow Jesus.
- Why would Jesus choose these men? What character might they have developed from working in that place? What space inside (character) might they have developed from that place?

This video will help give context of what it meant to be a fisherman in Jesus’s time. Point out that there were no fishing rods, reels, hooks and lures.

The bottom line? Fishermen were normal guys but if we consider the symbol of water as chaos then we can imagine that fishermen were people who faced danger daily. We can imagine that they were men who took a scary situation and created something good out of it. We don’t have to imagine, because it’s literally true, that they left everything they knew to follow Jesus. How could being the kind of person who faced danger every day to do something good prepare them to be the kind of people that would walk away from it all to follow Jesus? Refer to this article for more context.

In the Old Testament, God called shepherds: Abraham, Moses, David.

- What can we imagine about shepherds?
- Why would God call shepherds?
- What is the difference between shepherds and fishermen?

Our spaces and places help us grow into the people God needs in his work. They shape us into the disciples God needs.
This kingdom-building project is not for the faint of heart. God needs shepherds and fishermen. One way to understand how God creates peace out of chaos is the idea of a wounded healer. God needs wounded healers. A wounded healer is someone who has been hurt but brings healing and strength from it and then pays it forward to others. They take a painful place and make it a healing space. Just like the fishermen who were shaped by facing the chaos (waters) daily and brought life (fish) from it.

While current statistics indicate that a growing number of teenagers are increasingly unhappy, the idea of wounded healer may not connect with some participants. The important point is to point out that disciples make peace out of chaos and that our struggles can create space and place for others who are struggling.

Watch this video about loving like Jesus. Important points in the video are 2:04 and 3:30.

Pass out paper and pens. Ask participants to journal about these questions. How have the spaces and places of your life affected you? How can you use the tools you’ve developed through your circumstances to serve God?
LESSON 4

DISCERN PEACE HERE

How does peace happen in unpeaceful places?

OBJECTIVES

• Retell the story of Jacob wrestling with God.
• Identify times in your life when you have wrestled with God.
• Connect the sacredness of place with the interaction between humanity & God.

SUPPLIES

No additional supplies are needed.

SCRIPTURE—GENESIS 32:24-30

Jacob was left alone; and a man wrestled with him until daybreak. When the man saw that he did not prevail against Jacob, he struck him on the hip socket; and Jacob’s hip was put out of joint as he wrestled with him. Then he said, “Let me go, for the day is breaking.” But Jacob said, “I will not let you go, unless you bless me.” So he said to him, “What is your name?” And he said, “Jacob.”

Then the man said, “You shall no longer be called Jacob, but Israel, for you have striven with God and with humans, and have prevailed.” Then Jacob asked him, “Please tell me your name.” But he said, “Why is it that you ask my name?” And there he blessed him. So Jacob called the place Peniel, saying, “For I have seen God face to face, and yet my life is preserved.”

GATHER

Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

The Harry Potter series had a few notable moments where there was no space, but enough space was created for those who needed it because of magic.

In Harry Potter and the Order of Phoenix, the author describes one such place in chapter 4. Harry and Moody are standing in the street outside of house number eleven. As he looks to the left, he sees the number eleven, and to the right, the number thirteen. He thinks back on what he's memorized, and when he reaches the part about number twelve, Grimmauld Place, a door appears out of nowhere between eleven and thirteen.

In chapter 18 of the same book, Harry and his friends find the Room of Requirement. This room can only be entered by someone who needs it, and the room appears to the person with everything the person requires.

And one more example can be found in Chapter 7 of Harry Potter and the Goblet of Fire. The tent where they are to stay at the World Quidditch Cup event appears to be very small on the outside but once inside, however, it is surprisingly large.

Magic creates a place for people to be together.

Ask if this is possible in real life, making space where it appears there isn’t any? How?
Tell Jacob’s story to explore a time when blessing/peace was found in an unlikely place/space.

If you choose to watch this video of an overview of Genesis, 2:57-5:19 is adequate.

Highlight these ideas in Jacob’s story.
- Jacob was Isaac’s son, Abraham’s grandson.
- He had an older brother, Esau, who rightfully should have gotten Isaac’s blessing but Jacob tricked his father into giving it to him. This made Esau angry and Jacob ran away.
- He went to his Uncle Laban’s house where he worked for many years.
- One day God told Jacob he should go home but Jacob was still afraid of Esau’s anger. He heard that Esau did wish him dead. Jacob set out to do what God told him to but he first sent everyone ahead of him with gifts to try to earn Esau’s forgiveness.
- One night on his travels he was alone. A man stepped out of the wilderness and attacked Jacob. In some versions this man was revealed to be an angel of the Lord, in others it is God himself. They wrestled all night.
- As the sun began to rise the man struck Jacob in the hip causing him to limp. But Jacob would not let go. He held onto the angel/God and declared that he wouldn’t let go until blessed.
- And so Jacob was blessed. God made a covenant with Jacob, making the same promise to him that God had made with Abraham and changing Jacob’s name to Israel, which means one who strives with God.

The struggle with God, and refusing to let go in the struggle, made a place for Jacob. He received a blessing, promising a future for his family at a time he was going to face his brother who wished him dead. Jacob found blessing in a place we don’t often think to look—in struggle with God.

Watch this video for a testimony about a time when space and place were created with a perceived enemy.
- How did he create a new space with the enemy?

The moment in time when the German soldier chose not to shoot because he was touched by the music of the enemy, the moment when the American soldier chose to play music despite the risk, and the way these two moments met, is an example of a moment when walls moved and peace was discovered in an unlikely place.

Watch this video for a testimony about a time when space and place were created with a perceived enemy.
- How did he create a new space with the enemy?

Now with this information, witness the power of music through this video of a concert where 3,000 Muslims and Jews, having never met before, sing a song they learned together in less than an hour.

Music has the power to heal and bring people together.

Encourage shared responses to the video.
- What are your thoughts and feelings after watching it?
• What groups of people have you witnessed in conflict in your life?
• Like the performers in the song, do you know people in groups that are not bound to the conflict between groups? How do you see that?
• Is it relatable to your life in some way not yet discussed? How?

SEND
Explores how the lesson might be lived
(10% of lesson time)

Read aloud from Seedfolks. If connections are made to discussions from the last several days, take time make those. Refer to the study guide at the beginning of these materials for ideas.

BLESS
Time of prayer, praise, blessing, and help
(5% of lesson time)

"God let our hearts, homes, neighborhoods, schools, and world be peaceful places. Help us show everyone we meet your love. Amen"

An alternative is to sing or read the text “For Everyone Born” CCS 285.
LESSON 5

CREATE PEACE HERE

*How do we create peace in the spaces between us?*

**OBJECTIVES**

- Identify ways The Last Supper created space and place for the disciples.
- Identify ways you can make space and place for yourselves and others when you go home.

**SUPPLIES**

- Poster paper
- Sticky notes
- Markers

**SCRIPTURE—LUKE 11:14-23**

When the hour came, [Jesus] took his place at the table, and the apostles with him. He said to them, "I have eagerly desired to eat this Passover with you before I suffer; for I tell you, I will not eat it until it is fulfilled in the kingdom of God." Then he took a cup, and after giving thanks he said, "Take this and divide it among yourselves; for I tell you that from now on I will not drink of the fruit of the vine until the kingdom of God comes."

Then he took a loaf of bread, and when he had given thanks, he broke it and gave it to them, saying, "This is my body, which is given for you. Do this in remembrance of me." And he did the same with the cup after supper, saying, "This cup that is poured out for you is the new covenant in my blood. But see, the one who betrays me is with me, and his hand is on the table. For the Son of Man is going as it has been determined, but woe to that one by whom he is betrayed!" Then they began to ask one another which one of them it could be who would do this.

**ENGAGE**

Invites exploration and interaction

John 13: 1-20

Now before the festival of the Passover, Jesus knew that his hour had come to depart from this world and go to the Father. Having loved his own who were in the world, he loved them to the end. The devil had already put it into the heart of Judas son of Simon Iscariot to betray him. And during supper Jesus, knowing that the Father had given all things into his hands, and that he had come from God and was going to God, got up from the table, took off his outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples’ feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, “Lord, are you going to
wash my feet?” Jesus answered, “You do not know now what I am doing, but later you will understand.” Peter said to him, “You will never wash my feet.” Jesus answered, “Unless I wash you, you have no share with me.” Simon Peter said to him, “Lord, not my feet only but also my hands and my head!” Jesus said to him, “One who has bathed does not need to wash, except for the feet, but is entirely clean. And you are clean, though not all of you.” For he knew who was to betray him; for this reason he said, “Not all of you are clean.”

After he had washed their feet, had put on his robe, and had returned to the table, he said to them, “Do you know what I have done to you? You call me Teacher and Lord—and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet. For I have set you an example, that you also should do as I have done to you. Very truly, I tell you, servants are not greater than their master, nor are messengers greater than the one who sent them. If you know these things, you are blessed if you do them. I am not speaking of all of you; I know whom I have chosen. But it is to fulfill the scripture, ‘The one who ate my bread has lifted his heel against me.’ I tell you this now, before it occurs, so that when it does occur, you may believe that I am he. Very truly, I tell you, whoever receives one whom I send receives me; and whoever receives me receives him who sent me.”

Provide a copy of this scripture with the focus question to each youth.

Assign participants to one of two groups. Assign one group the scripture from Luke and the other group the scripture from John. Each group should follow these steps:
- Decide who will record answers and who will share out answers.
- Read aloud the scripture to the small group.
- Answer these:
  - Who is in the story?
  - What is/are the main event(s) in the story?
  - What is the lesson(s) Jesus teaches?

Re-create the larger group and have someone from the smaller groups read their scripture and then share their answers.

Discussion:
- How does washing feet or sharing a meal make space and place for someone?
- When you heard that Jesus not only shared a meal with Judas but washed his feet—even as he knew Judas would betray him, what was your reaction?

Matthew, Mark, and Luke all tell the story of Jesus sharing a meal with his disciples for Passover. But John tells the story of what he did before the meal. He washed his disciples’ feet. He ends that part of the experience with the call for them to do the same thing for others. He tells us that when we receive others, or make place and space for others, we make place and space for him.

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<thead>
<tr>
<th>RESPOND</th>
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<tbody>
<tr>
<td>Takes the learners from hearing to doing</td>
</tr>
<tr>
<td>(35% of lesson time)</td>
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</tbody>
</table>

Write “placemaking” on a piece of poster paper. Pull out the mind maps (Lesson 2) and journals (Lesson 3). Review these before the next activity. Brainstorm possible definitions for placemaking. Have youth write possible definitions, or words that they connect to placemaking on sticky notes and place them on the poster. After brainstorming, group like words/definitions. There are no wrong answers. This is an exploration activity.
Form the suggestions together into an agreed upon definition.

Examples of what you might come to:
- Placemaking is the act of creating a place where people can gather.
- Placemaking is creating a place with the purpose of helping people make connections.

Present the idea of a triangle, two points represent individual people and the third is something for them to discuss or to look at. The third point is something to draw their attention away from the awkwardness of being with someone new.

Examples:
- Going for coffee—you really aren’t there for coffee, you’re there to meet someone.
- Museums
- Events like festivals or amusement parks
- Movies

Do Zoom meetings or Google Meets work as the third point? Why or why not?

Recall video from Day 1 about streets.

Click here for a video about one person’s way of creating space and place for others through Free Listening.
- What are some simple ways you can mark out a place for people to join you, simple ways to create a triangle of space and place?
- Can you use social media to create space and place for others? How would you do it?

SEND
Explores how the lesson might be lived
(10% of lesson time)

Seedfolks: Review the story.
- What impressions do you have about the story?
- What insights did you gain?
- What did the characters learn?
- How was space and place created?
- Is this applicable to your life? How?

Send participants home with a pack of seeds and a copy of the Mission Prayer.

BLESS
Time of prayer, praise, blessing, and help
(5% of lesson time)

Mission Prayer
God, where will your Spirit lead today?
Help me be fully awake and ready to respond.
Grant me courage to risk something new and become a blessing of your love and peace.
Amen.