Practices of Discipleship for Children

Teacher’s Guide
Growing in discipleship takes practice:

Children naturally engage in the practices of discipleship as they learn to follow Jesus—they make friends, learn the stories of scripture, enjoy being in community, and set lifelong goals.

What doesn’t come quite so naturally is learning the names for those practices, and being intentional—planning—to make the practices happen so their discipleship can grow.

The practices are just that—they are experiences we repeat so we can grow from being novices to becoming skilled practitioners. Imagine a little girl practicing the piano for the first time. Her fingers may be small and awkward at first, but her spirit is strong. That curious spirit and determination to make music is what moves her forward. After years of practice, she is gliding across the keyboard—challenging herself with new songs, teaching others, or sharing her gifts with thousands in a concert hall.

This six-lesson course helps children discover the name for that which they do naturally as they grow in discipleship, following Jesus, and helps them be more intentional in “practicing” those skills. And they learn the stories of Jesus modeling the practices.

Growing in Discipleship takes practice.

The lessons are designed for children ages 8–11, for 60-minute class sessions.

Some supplies are needed for each day’s lesson. This course uses the Bible, New Revised Standard Version (NRSV) and the Lectionary Story Bible by Ralph Milton, illustrated by Margaret Kyle (Kelowna, BC, Canada: WoodLake Books). This series can be purchased from Herald House www.HeraldHouse.org or from Seasons of the Spirit www.seasonsonline.ca.

Children’s Practice Journal

To keep track of personal practice goals and schedule, children may create a journal to carry with them. Two ways to create the books are:

1. Buy a small notebook (6 in/150 mm x 8 in/200 mm) for each child. Children may wrap and glue a favorite piece of fabric or paper around the cover and back, adding other decorative pieces if they wish. Each class time, pages are provided for the teacher to copy from this teacher guide which children may tape or glue into their journals.

2. Use the handout pages provided in this guide to create the journals. Make a copy of the pages for each child. When the class meets, give a cover sheet (construction paper or other) to the children to fold as a cover for their journal. Give each child a pencil or pen to keep with their journal to record their goals and achievements.

Buttons, T-shirts, and More

Children may enjoy collecting buttons or stickers of the Practices of Discipleship as they work on them. All graphics are available at www.CofChrist.org/dfg/tools.asp.

Download the icons to print in any size: for wall posters, T-shirt designs, or buttons made on a button-making machine. Children will enjoy earning these and perhaps receiving (or making) a T-shirt when the classes are completed.

Practices of Discipleship

- Study Community of Christ scripture and beliefs.
- Generously share your gifts to help others.
- Pray and listen to God.
- Worship and praise God together.
- Build friendships.
- Spend time with family and friends.
- Hear and tell about Jesus’ love.
- Grow and learn to follow Jesus.
Session Focus
Explore the practices of being with God and following Jesus.

Focus Scriptures
Luke 2:42–52 (Jesus in temple as child)
Doctrine and Covenants 164:9d (live the concerns and passions of Christ)

Objectives
The learner will...
• Express the way they feel close to God and Jesus
• Begin to understand that the expressions and experiences of following Jesus are practices of discipleship
• Give names to those experiences
• Complete a Disciple Profile to show understanding and interest in the Practices of Discipleship
• Create a journal to plan and record weekly practicing

Materials
• Bible (NRSV for children) or Lectionary Story Bible, Year C
• Eight (8) sheets of newsprint or poster board
• Washable colored markers
• Copy of the Disciple Profile for Children on page 9, one for each child or download from www.CofChrist.org/dfg/tools.asp.
• Print journal pages (cover and pages 1–4) at end of this guide, one per child, to create individual books
• (Optional) purchase small notebooks for each child
• Tape, scissors

Resources
• Bibles for each child, if possible
• NRSV Bible for children or the Lectionary Story Bible, Year C
Read the story of Jesus in the Temple from Luke 2:42–52, or from the Lectionary Story Bible, Year C, pages 34–37. Discuss:

- What did you like about the story?
- Does that story remind you of yourself, your family, or your friends? How?
- Was Jesus listening and asking questions or was Jesus teaching the teachers in the temple? (Look up the scripture to see what happened.)
- We don’t have too many stories of Jesus as a child, but we know from this story that Jesus amazed the teachers with his questions and knew that “he must be about his Father’s business.” Ask: Who was Jesus’ father?
- We do know what Jesus did as an adult. Invite children to respond with their ideas, which may include traveling, teaching, praying, and healing others. He shared meals. He enjoyed friends and family. Ask: Do you think Jesus had to practice these things to become the person he became?

Gather children and welcome them. Begin a round-robin sharing where children tell their whole name (including middle name) and nickname if any. Have them give a response to each of the following, going around the circle each time:

- age
- grade, or level, in school
- what school they attend

Now invite children to talk about the first time they remember going to church. When they talk, ask detailed questions to help them tap their memories:

- what do they remember about their first time at church?
- who were they with?
- were they in this congregation or another?
- do they remember how they felt?

Lastly, invite children to tell:

- about their hobbies
- what they “practice”? (sports, music, etc.)

Welcome all children to the class and tell them how happy you are for them to be there. Offer a prayer of blessing for the children and their learning experience.
How Do You Feel Close to God?

Tape eight sheets of paper or poster board on the walls at a height children can return to write. Before class, become familiar with the Practices of Discipleship and the Disciple Profile for Children (download from www.CofChrist.org/dfg/tools.asp). These give child-friendly definitions and examples for each practice. Examples of each practice are also in the sample posters to the right.

Ask children: “What do you do to be close to God? (Use the questions on the next page to encourage their answers, if needed.)

• Have children imagine that they are in their church building. What would be happening there? What would they be doing? What experiences make them feel close to God or Jesus when they are at church (or camp, or reunion, or vacation church school, etc.)

Write the children’s ideas on the eight posters, being aware that you will later add the name of the practice to each separate poster; therefore, write all the ideas for “personal spiritual practices” on one poster, “misisonal encounters” on another, and so on.

• Now invite children to imagine that they are in their family homes, at school, or in their sports or activity clubs. What happens there? What do they do there? Do they feel close to God or Jesus when they do these things? Tell about it.

Ask: Can we feel close to God, or follow Jesus, whether we are at church or not? With church friends or with our school friends? By ourselves or with others? Playing an instrument? Playing soccer? Helping pick up trash? Why? How can we feel close to God at those times?

Respond

Takes the learner from hearing to doing

Leaves room to add the icon and the name of the practice later.

Practices of Discipleship for Children
Practices of Discipleship

Questions to stimulate children’s thoughts about specific practices:

Scripture and Theological Study—(Learn scripture stories) How do you learn the stories of Jesus and God? Where do you learn what the church believes or the church’s story?

Missional Encounters—(Help God by helping others) When have you given money at church (tithes), helped others, or recycled? What groups do you belong to that help others locally or across the world? How do you help your parents, grandparents, teachers, friends?

Personal Spiritual Practices—(Learn to pray) When do you like to pray? Where? What ways are there besides praying that help you feel close to Jesus? Do you like to write in a diary or journal? Listen to music? Make music? Take walks in nature? Be alone?

Community Spiritual Practices—(Go to church) Have you helped with Disciples’ Generous Response, shared a prayer, or sung in the choir? Do you share your ideas in meetings or play an instrument for others to hear? Do you go to church dinners or potlucks? Vacation church school? Camps or reunions?

Personal Relationships—(Be a friend) What friend or friends do you have who can depend on you, and you can depend on? What new friends have you made this year? How do you feel about having friends?

Shared Experiences in Community—(Be with family and friends) You can feel close to God doing things that aren’t at church, like sports events, concerts, going to camp, and skating parties. What are some activities you like to do? Do you feel close to God there? Tell about it.

Witnessing and Storytelling—(Hear and tell about Jesus’ love) Do you like to hear the personal stories of others? Do you tell stories about your experiences with Jesus? Do you tell others about Jesus or invite them to learn about him?

Lifelong Learning—(Grow and learn to follow Jesus) Where can you keep learning about God and the world, and about Jesus all your life? Do you study hard on schoolwork, take music classes, art, or dance? Have you learned a new language, or visited new places to meet others? How will you keep learning? What do you want to learn?

What Are the Practices?

Introduce the practices by writing their titles at the top of each poster. Print the icons for each practice to tape onto the posters. (Download from www.CofChrist.org/dfg/tools.asp). Explain that these are the Practices of Discipleship—experiences that draw us closer to God and help us follow Jesus. Discuss what each practice is or write the definition from the Practices of Discipleship page onto the poster.

As you add the icons to the posters, discuss the image on each one (the book on Scripture Study, the wheat on Missional Encounters, (the labyrinth on Personal Spiritual Practices), etc. What do these drawings represent? How do they help us remember the practice?

Discuss: Disciple formation means how we grow with God, and how we follow Jesus. We can be close to God at any time. But we need to PRACTICE being disciples just like we practice sports, or music, or art, or reading, or playing video games—we practice to become confident and better at what we do. We need to practice following Jesus, too.

The Disciple Profile

To help children have a clearer understanding of their knowledge of and experience with the practices, have children work through the Disciple Profile for Children on page 9 of this guide, (or download at www.CofChrist.org/dfg/tools.asp). Children may mark if they understand or are
doing each practice by checking “what is it,” or “not interested” to “I’m getting started” or “I’m doing [this].” Assure them that this is not a test or evaluation, but rather a tool to help them understand what they know about the practices. (You may also download a copy of the video or the PDF instructions on “How to Use the Disciple Profile” at the same website.)

View the children’s responses after class to see where they might need some extra exploring of a practice of discipleship during this course of study.

**Children’s Practice Journal**

Help children make a book to record their practices. Give each child a small notebook (6 in/15 cm x 8 in/20 cm). Give each child a copy of the book cover and back (page 1 at the back of this guide) which can be pasted or taped onto the notebook, or can become the cover of folded pages. Additional pages for the journal will be given to children during each class.

Give each child pages 1 through 4 of the journal (from back of this book). Kids may cut and paste these pages into their notebook, or fold them into their cover.

Challenge children to write down the Practices of Discipleship on pages 1 through 4 that they engage in before your next class session. Remind them of the ideas they put on the posters; other ideas are on the journal pages. Discuss ideas in class to get the kids started so they will know how to fill out the pages. Encourage them to bring their journals to class next time.

**4 Send**

*Explores ways to share learning with others and explores ways to serve*

Create something that will be new to the children and can be practiced each session, such as:
- a song or hymn
- a memorized or interpreted scripture
- a dance move
- a meditation, breathing, or yoga exercise

Discuss: As we practice during each lesson, we will get really good at this, enough to share with others!

Make a plan for sharing in a worship service, celebration event, community event, or other. Encourage children to practice at home.

**5 Bless**

*Time of prayer, praise, blessing, and hope*

Offer a prayer for the children, such as:

“Creator God, when we practice, we become better at anything, like music or sports or art. We also can practice to become more confident in following Jesus! Be with us as we learn about the practices of discipleship so we can grow in Christ. In Jesus’ name, we pray. Amen.”
## Disciple Profile for Children

How can I be a follower of Jesus Christ?

*Color one circle for each practice that best matches how you feel.*

<table>
<thead>
<tr>
<th>DISCIPLE PRACTICES</th>
<th>What is it?</th>
<th>Not Interested</th>
<th>Getting Started</th>
<th>Growing</th>
<th>Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripture &amp; Theological Study</td>
<td>Study scripture and Community of Christ’s beliefs.</td>
<td>• I don’t know about this.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missional Encounters</td>
<td>Generously share your gifts to help others and the world.</td>
<td>• I know about this, but I’m not interested in it.</td>
<td>• I would like to learn how to do this.</td>
<td>• I do this and am learning more about it.</td>
<td>• This is part of who I am.</td>
</tr>
<tr>
<td>Personal Spiritual Practices</td>
<td>Pray and listen to God.</td>
<td>• I don’t know about this.</td>
<td>• I would like someone to teach me or be my partner in learning this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I enjoy doing this.</td>
</tr>
<tr>
<td>Community Spiritual Practices</td>
<td>Worship and praise God together.</td>
<td>• I know about this, but I’m not interested in it.</td>
<td>• I would like to learn how to do this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I invite others to join me and I like teaching them what I know.</td>
</tr>
<tr>
<td>Personal Relationships</td>
<td>Build friendships.</td>
<td>• I don’t know about this.</td>
<td>• I would like someone to teach me or be my partner in learning this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I invite others to join me and I like teaching them what I know.</td>
</tr>
<tr>
<td>Shared Experiences in Community</td>
<td>Spend time together with family and friends.</td>
<td>• I know about this, but I’m not interested in it.</td>
<td>• I would like someone to teach me or be my partner in learning this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I invite others to join me and I like teaching them what I know.</td>
</tr>
<tr>
<td>Witnessing and Storytelling</td>
<td>Hear and tell about Jesus’ love.</td>
<td>• I don’t know about this.</td>
<td>• I would like someone to teach me or be my partner in learning this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I invite others to join me and I like teaching them what I know.</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>Grow and learn to follow Jesus.</td>
<td>• I don’t know about this.</td>
<td>• I would like someone to teach me or be my partner in learning this.</td>
<td>• This is important to me; I know more about myself and feel closer to God.</td>
<td>• I invite others to join me and I like teaching them what I know.</td>
</tr>
</tbody>
</table>

### Practices of Discipleship

- **Scripture & Theological Study**: Study scripture and Community of Christ’s beliefs.
- **Missional Encounters**: Generously share your gifts to help others and the world.
- **Personal Spiritual Practices**: Pray and listen to God.
- **Community Spiritual Practices**: Worship and praise God together.
- **Personal Relationships**: Build friendships.
- **Shared Experiences in Community**: Spend time together with family and friends.
- **Witnessing and Storytelling**: Hear and tell about Jesus’ love.
- **Lifelong Learning**: Grow and learn to follow Jesus.
2 Study and Share
Scripture and Theological Study
Witnessing and Storytelling

Session Focus
Explore the practices of Scripture and Theological Study and Witnessing and Storytelling.

Focus Scriptures
Luke 4:16–21 (Jesus in the synagogue)
Matthew 10:24–39 (Jesus teaches his disciples to share God’s love)

Objectives
The learner will ...
• Experience lectio divina of Luke 4:18–20, a Personal Spiritual Practice
• Share how they experienced the Practices of Discipleship since lesson 1 through their Growth Plans in their Journals from the last session of the class
• Hear a story of Jesus proclaiming his mission in the synagogue (Luke 4:18–20)
• Identify practices of Scripture and Theological Study and Witnessing and Storytelling
• Create a scroll with a personal mission statement, and proclaim it to the class
• Add two pages to the practices journal: Scripture and Theological Study and Witnessing and Storytelling

Materials
• candle and matches
• paper to make scrolls
• dowel rods or paper towel rolls, two (2) per scroll
• tape
• markers, pencils
• print journal pages 5 and 6 at the end of this guide, one per child, to add to their journals

Resources
• Bibles for each child, if possible
• NRSV Bible for children or the Lectionary Story Bible, Years A and C
Jesus: Scripture Study

Read the story of Jesus in the synagogue from Luke 4:16–21 or from the *Lectionary Story Bible Year C*, page 54. Ask a child in class to dramatize Jesus reading in the synagogue from a scroll prepared before class.

Remind the class of the story of Jesus at age 12 speaking with the teachers in the temple at Jerusalem? Today’s story tells about when Jesus was an adult and announced his ministry in the synagogue in the town of Nazareth. When Jesus read the scripture in the synagogue, he understood

1. The Spirit of the Lord is upon me, because the Lord has sent me to bring good news to the poor, to release the captives, to recover sight for the blind, to let the oppressed go free, and to announce the year of God’s shalom.

   Luke 4:18–20 NRSV adapted

Lectio divina

Share a scripture using *lectio divina*, adapted for children. *Lectio divina* is a personal spiritual practice and a way of internalizing and personalizing scripture. Use *lectio divina* to invite children deeper into the meaning of Luke 4:18–20. You may create a large scroll of this scripture (see below) for children to follow along. Follow these steps:

1. Ask children to sit comfortably, with eyes closed or looking at a candle with an unfocused gaze. Have them breathe slowly.
2. Read the scripture: Luke 4:18–20. Ask children to listen for a word or phrase that stands out for them and whisper it to themselves. Invite them to say aloud the word or phrase that attracted their attention. (Or, they may pass.)
3. Ask, “Is there something here for you to do?” Read the passage again and give a few minutes of silence. Have children listen to discover God’s invitation or encouragement toward a behavior or action. Have children say what action came to their minds. (Or, they may pass.)
4. Invite a child to pray for the child to the right. That child then prays for the child to the right, and so on around the circle. Instruct children that whether their prayer is aloud or silent, to end the prayer with “Amen” to signal the next child’s turn.

Review Growth Plan

First, review the children’s Disciple Practice (journal) pages 1 through 4 from the last class. What disciple practices did they engage in? Help sort their ideas and answers. Some ideas involve more than one practice which is okay. It’s important that children understand the concept that there are many ways to follow Jesus as a disciple, many of which they are currently doing.

Practices of Discipleship for Children
Jesus: Witnessing and Storytelling

Jesus read in the synagogue many times, the scriptures tell us, “as was his custom.” But on this day, when Jesus read the scripture from Isaiah, he said Isaiah’s prophecy had come true. This meant that Jesus understood he was beginning his mission. He used Isaiah’s writings to talk about himself, and what he was sent to Earth to do.

Jesus gathered disciples so that they could do the same as him: go to others and tell them about God’s love.

Read the story of Jesus teaching his disciples how to witness from Matthew 10:24–39 or from the Lectionary Story Bible, Year A, page 141.

This story is an example of the disciple practice of Witnessing and Storytelling. Witnessing and Storytelling means hearing and telling the good news of Jesus. Ask:

• Do you feel like Peter and Susanna (from the Lectionary Story Bible story) that you’re afraid sometimes to tell stories of God’s love? What did Jesus say to do when you’re afraid?
• Tell about a time when you’ve told someone about God’s love by sharing something that happened to you, or by telling a scripture story.
• What are some other examples of the practice of Witnessing and Storytelling that we thought of

“One day when Jesus was an adult, he went to the (synagogue) in the town of (Nazareth). He stood to read, as was his (custom), and he was handed a (scroll). He read: “The Spirit of the (Lord) is upon me, because the Lord has sent (me) to bring (good news) to the (poor), to release the (captives), to recover sight for the (blind), to let the oppressed (go free), and to announce the year of (God’s shalom).” When he was done, he sat down and said, “Today, this scripture has become (true).”

Practice Scripture Study

When Jesus read the Isaiah passage in the synagogue, he used and understood scripture.

Ask children to share one scripture story each. If they stumble, together share today’s story of Jesus in the synagogue. In round-robin fashion, start the story and have each child add one sentence to the story, until everyone has had a chance to talk, and the story is told. Or have kids fill in the blanks as you read this story:

Practice Scripture Study

it because he had probably studied since he was a boy. This is an example of the disciple practice of Scripture Study (Scripture and Theological Study)

Ask:

• What are some other examples of the practice of Scripture Study that we thought of last week? (Read their ideas from the poster.)
• Can you think of any other examples, perhaps from the Growth Plan you did this past week?
• When and where do you study stories from the Bible or other Community of Christ books of scripture? Who do you study with?
• What are some of your favorite stories from Community of Christ scriptures?
• Refer to the poster on Scripture Study. Remember what the symbol represents?

Jesus learned the scriptures and expected others to know the scriptures as well. He used the scriptures many times in his teaching and preaching. This is just one example.

Practice Scripture Study

When Jesus read the Isaiah passage in the synagogue, he used and understood scripture.

Ask children to share one scripture story each. If they stumble, together share today’s story of Jesus in the synagogue. In round-robin fashion, start the story and have each child add one sentence to the story, until everyone has had a chance to talk, and the story is told. Or have kids fill in the blanks as you read this story:
last week? (Read their ideas from the poster.)

• What other examples can you think of, perhaps from the disciple practices pages you did in your journal since we last met?

Refer to the Witnessing and Storytelling poster. What does the symbol stand for?

**Practice Witnessing and Storytelling**

Witnessing and Storytelling means to tell what God has done for you, how you feel about Jesus, or what you are going to do to respond to God’s love and Jesus’ friendship.

Think about the story of Jesus in the synagogue. Jesus proclaimed that he would serve others. Ask:

• What would you say about yourself if you made an announcement like Jesus did?

• What gifts do you have to share? What is exceptional about you?

• What do you think God wants you to do? (“I have come to....do what?”)

Give children materials to make a scroll for their own proclamations. Ask them to write on their scrolls what specifically they will do for others (such as, “I will always be willing to help,” or something more specific: “I will give my new winter coat to Billy, since I already have one and he doesn’t.”)

Children may share their scrolls in the class, standing and reading their scrolls as Jesus did. There might be an opportunity to share these with a larger group, such as the congregation. Children make take their scrolls home to remind them of this commitment to express their gifts.

**Children’s Practice Journal**

Give children pages 5 and 6 to add to their journals. They are to write an idea of a Scripture and Theological Study practice, and a Witnessing and Storytelling practice they will do sometime this week. Brainstorm these together if it is helpful to the children.

**Make a Scroll**

- Use dowel rods or paper towel rolls slightly longer than the width of legal size paper.
- Attach the paper to the rods or rolls with tape.
- Roll the rods together from both ends.

Practice the song, dance, scripture or drama that was chosen in the first session.

Discuss with kids the plan for sharing in a worship service, celebration event, community event, or other). Encourage children to practice at home.

**Bless**

Time of prayer, praise, blessing, and hope

Gather children in a circle to finish this prayer: “I will share my story or my favorite story of Jesus with...” Each child can share one name as you go around the circle.
Session Focus

Explore Personal Spiritual Practices and Community Spiritual Practices.

Focus Scriptures

Matthew 6:9–13 (The Lord’s Prayer)
Luke 22:19 or Mark 14:22 (the Last Supper)

Objectives

The learner will ...

- Identify places where he or she prays; the types of prayers said; and the types of prayers Jesus said
- Sing a Taizé prayer of praise; pray a psalm
- Share how the practices of Scripture and Theological Study and Witnessing and Storytelling were experienced through the Growth Plans from the last class session
- Experience the labyrinth as a Personal Spiritual Practice
- Hear stories of Jesus praying and engaging in a Community Spiritual Practice (Communion)
- Add practices pages to their journal: Personal Spiritual Practices and Community Spiritual Practice (pages 7 and 8).

Materials

- print kids journal pages 7, 8, 9, and 10 (at the end of this guide), one per child, to add to their discipleship journals
- create a poster of Psalm 8 from the Lectionary Story Bible, Year A, page 123
- If an existing labyrinth isn’t available, make your own! Use sidewalk chalk or tape (masking, painter’s or duct tape). See instructions on page 18.

Resources

- Bibles for each child, if possible
- NRSV Bible for children or the Lectionary Story Bible, Years A, B, and C
- Sing a New Song hymnal
Set up two areas and identify them with signs where children might pray, think quietly, or feel close to God. Take kids on a “field trip” to these areas:

1. “Comfy” area with pillows. Gather children and say: Let’s imagine we’re in your home. How do you feel close to God there? Do you say prayers when you start your day? Do you say prayers at night? Do you write in a journal or listen to music to feel close to God? Tell about it.

2. An outside location like a treehouse or swingset. Gather children and say: Let’s imagine we’re in your favorite place outdoors. Where is it? What do you do to feel close to God there? Do you pray at a quiet spot by yourself outside? What kind of prayers do you say there? Say a prayer or ask a child to pray here.

Let’s offer a prayer of praise together, through a Taizé chant. A chant repeats a scripture phrase over and over in song. Lead children in:

“Jesus, Remember Me,” from Sing a New Song #26.

Jesus, remember me
when You come into Your kingdom.
Jesus, remember me
when You come into Your kingdom.

First, review the children’s disciple practice plans from the last week: Scripture and Theological Study and Witnessing and Storytelling, pages 5 and 6.

- Does anyone want to share what they did or how they felt?
- Explain an “Aha!” moment: a sudden insight or understanding that would make you say, “Aha!” Who had an “Aha!” moment when doing their practices?
- What other examples of these two practices did you think of?

Discuss with children the Personal Spiritual Practice of prayer:

- When and where do you pray?
- What other places can you think of where you pray besides the ones we just did?
- How does where you are determine the kind of prayer you pray?
- Jesus prayed many different types of prayers and in many different places. He prayed alone and he prayed with others.

Share a story of Jesus praying in the garden from the Lectionary Story Bible, Year C, page 109. In this story, Jesus prayed in solitude, asking for direction or help for God. He took time to be alone to talk to God. He wanted his disciples to stay awake with him, but he understood that this was his personal time with God.

Today we’re learning about Personal Spiritual Practices, like the prayers we and Jesus prayed. But prayers are just one example of Personal Spiritual
Practices of Discipleship for Children

Distribute the “Guidelines for Walking a Labyrinth” to each child (page 10 of the kids’ journal) and read them together.

Invite children to walk the labyrinth. Afterward, gather children to discuss their experiences.

Practicing Personal Spiritual Practices

What Personal Spiritual Practices Do

Discuss:
- Why do we need to be alone with God and Jesus?
- When do you feel close to God or Jesus? What are you doing then? How do you feel?
- Have you experienced some of the personal practices on our poster? Tell about it.
- Have you ever prayed when you were worried, like Jesus did in the garden?
- Do you ever pray when you’re happy, to thank God?

Walking the Labyrinth

The symbol of Personal Spiritual Practices is a labyrinth, an ancient method for meditation and reflection. It reflects our belief that our journey of becoming a disciple goes both inward and outward.

Before class, find a labyrinth in your community to use for this experience. Or set up a labyrinth in a large space following the pattern on the next page. If making your own, use painter’s, masking, or duct tape, or draw with sidewalk chalk. Allow an area of about 50 sq ft/15 sq m. You may involve youth and young adults in helping.

Jesus with Others

Jesus prayed with others many times. He participated in the practices too by singing, worshiping, praising God for blessings, sharing in sacraments, and more.

Read the story of The Last Supper from the Lectionary Story Bible, Year B, page 97. (Mark 14:22–25)

Sharing the sacraments is just one example of Community Spiritual Practices. Ask:

Name other examples of Community Spiritual Practices that we thought of the first week. Read their ideas from the poster. Discuss:
Practices of Discipleship for Children

17

Singing is a very powerful Personal Spiritual Practice and Community Spiritual Practice. Jesus sang too! Ask children:

• Do you like to sing alone or listen to music?
• Do you like to sing with others (camp songs, hymns in church, music on the radio or MP3 player?)

Sing together some of the children’s favorite camp songs or hymns in closing. Offer a prayer of blessing.

There are other Community Spiritual Practices like Disciples’ Generous Response, preaching, singing together, holding a prayer vigil, sharing in a prayer service, and more.

Practicing Community Spiritual Practices

Praying a Psalm

The scriptures are full of prayers; in fact, the book of Psalms is actually a book of prayers and songs. Read Psalm 8 from the Lectionary Story Bible, Year A, page 123.

Use the poster of Psalm 9 that you prepared before class, so children can read along. Read through once, then teach the movements from the Lectionary Story Bible, Year A, page 250. The children may want to change or create their own movements for the psalm.

Say: This psalm is a prayer you can say yourself or with others. Are there other psalms or prayers in the scriptures that you like, or would like to learn? If children want to learn the Lord’s Prayer (Matthew 6:9–13) or the 23rd Psalm, for instance, give them opportunity to practice it together.

Children’s Practice Journal

Give children the book pages 7, 8, and 9 to add to their notebooks. They are to write an idea of a Personal and a Community Spiritual Practice they will do sometime this week. Brainstorm these together if it is helpful to the children.

Practicing Community Spiritual Practices

Praying a Psalm

The scriptures are full of prayers; in fact, the book of Psalms is actually a book of prayers and songs. Read Psalm 8 from the Lectionary Story Bible, Year A, page 123.

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Say: This psalm is a prayer you can say yourself or with others. Are there other psalms or prayers in the scriptures that you like, or would like to learn? If children want to learn the Lord’s Prayer (Matthew 6:9–13) or the 23rd Psalm, for instance, give them opportunity to practice it together.
Creating a Labyrinth  a personal and community spiritual practice

Create a labyrinth following these steps.

A full-size labyrinth requires about 50 square feet of space.

Use sidewalk chalk or painter’s tape for a temporary labyrinth, or create a permanent one with paint, bricks, shrubbery, etc.

**Guidelines for Walking a Labyrinth**

- Pause at the entrance and be at peace.
- Walk at a calm pace; do not crowd others.
- Be mindful of your thoughts and feelings as you walk.
- You may pass others, but don’t giggle or interact with them. You may smile if you wish.
- Pause or stop in the center as long as you want (a candle, scripture, or object can be placed there for meditation).
- Continue back out of the circle.
- Write in your journal about your experience.
- Share with others your feelings and thoughts.
Session Focus

Explore the practices of Personal Relationships and Shared Experiences in Community.

Focus Scriptures

Luke 5:1–11 (Jesus and Simon Peter become friends)
John 6:1–13 (loaves and fishes story)

Objectives

The learner will ...

- Share how Personal Spiritual Practices and Community Spiritual Practices were experienced, through the Growth Plans from the last class session
- Identify who he or she has personal relationships with
- Hear stories of Jesus’ friendship with Peter (Luke 5:1–11) and Jesus caring for a community of hungry followers (John 6:1–13)
- Help plan or support a Shared Experience in Community such as a food drive, church breakfast, or other
- Add two pages to the practice journal: Personal Relationships and Shared Experiences in Community

Materials

- five (5) sheets of newsprint or poster paper, and tape to hang up
- washable markers, one per child in various colors
- invitation cards or paper and colored markers or colored pencils to make invitations
- print kids journal pages 11, 12, 13, 14 (at end of this guide), one per child, to add to their individual books

Resources

- Bibles for each child, if possible
- NRSV Bible for children or the Lectionary Story Bible, Years A and C
Tape five (5) sheets of newsprint around the room. Label the sheets this way:

1. Best Friend
2. “Unlikely” Friend (someone who is different from you in many ways)
3. Oldest Friend
4. Youngest Friend
5. Related Friend (a relative who is also a friend)

Line children up single-file and give each a different colored marker. When you say “GO,” they go to each poster around the room, in order, and write one friend’s name that fits the description.

After the game, gather children in a circle to discuss their answers. Marvel at how many friendships they have, and what you discover as they tell you about their friends.

**Jesus Builds Friendships**

Today we’re learning about the discipleship practice of Personal Relationships.

Jesus had many friends. His closest friends were the disciples, who later became known as “apostles.” Other friends were Mary, Martha, and Lazarus, Mary Magdalene, and others. And he had close relationships with his family: his mother Mary and father Joseph, and John the Baptist, who was his cousin.

Share the story of how Jesus’ friendship with Simon Peter began (from Luke 5:1–11 or The Lectionary Story Bible, Year C, page 62). Discuss the story:

- Why did Jesus choose Simon Peter?
- What convinced Simon Peter to become Jesus’ friend?
- Why didn’t Simon Peter think he would be a good friend?
- What are some other examples of Personal Relationships that we thought of the first week? (Read their ideas from the poster.)
- Can you think of any other examples?
- What is the value of building Personal Relationships with others? What does it do for you? What does it do for others?
- Refer to the poster on Personal Relationships. What does the symbol stand for?

**Review Previous Practices**

Review the children’s discipleship practices plan from the last week: Personal Spiritual Practices and Community Spiritual Practices.

- Who wants to share what they did or how they felt?
- Explain an “Aha!” moment: a sudden insight or understanding that would make you say, “Aha!” Who had an “Aha!” moment when doing their practices?
- Did you think of other examples of these two practices?
Practicing Personal Relationships

Jesus knew friendships were important as a practice of discipleship. A Community of Christ mission initiative is to invite others to Christ. That is what Jesus did with Peter—he called him to follow and join an adventure of serving God. Peter dropped his nets and followed Jesus.

Jesus’ friendship with Simon Peter grew and grew.

Once Peter tried to walk on water like Jesus did, but he was too afraid and Jesus had to save him when he didn’t have enough faith (Matthew 14:22–31).

Once, Jesus asked if Peter loved him. When Peter said “yes,” Jesus told him three times to “Feed my sheep.” He wanted to be sure that Peter took care of others when Jesus was gone (John 21:15–17). And Peter did. Peter and John healed a lame man at the Temple (Acts 3:1–10), and Peter baptized a Gentile, Cornelius, after a vision to accept all to Christ (Acts 10:10–16).

The friendship between Jesus and Peter was full of great times and difficult times. Jesus challenged Peter to grow in faith and trust. Peter asked Jesus many questions, and became leader of the church when Jesus was gone. Ask:

• Have you helped one of your friends to grow? How?

• Has one of your friends helped you to grow? How?

Give children a copy of kids page 13, a comic strip template. (Children may use blank page 14 to plan their comic.) Have them create a comic strip that tells about a time that a friend has helped or challenged them, or a time that they have helped or challenged a friend. If they are stumped, have them create a comic strip about the first time they and their friend met, or something they enjoy doing with their friend. After they have completed these, they may pass them around for others to read, or display on the walls.

Jesus Sharing in Community

Jesus made close friends. But he also enjoyed being in larger groups of people, celebrating, visiting, teaching, and learning.

Read the story of Jesus teaching his disciples and other followers on a mountaintop (from John 6:1–13 or the Lectionary Story Bible, Year A, page 173). Discuss:

• What were Jesus and his disciples doing with this huge crowd?

• What are other examples of Shared Experiences in Community that we thought of in our first class session? (Read their ideas from the poster.)

• When and where do Shared Experiences in Community happen?

• What are the differences between Personal Relationships and Shared Experiences in Community?

• Refer to the poster on Shared Experiences in Community. What does the symbol stand for?

Other Shared Experiences in Community include attending sports events (baseball games, football, hockey, tennis or golf tournaments), local or regional fairs or fetes, potluck dinners or work days at the church building—anything that brings you together to share an experience in a close group.

Remind children that what makes any community event a practice of discipleship is the INTENT with which it is done. If you go to a baseball game with
the INTENT of enjoying the company of others as Jesus did, caring for them, making new friends, inviting them into your group, and so forth, then that baseball game is an expression of Shared Experiences in Community. Discuss:

- In the story of Jesus with the crowd of hungry people, who was it who worried about the hungry people? (the disciples and Jesus)
- What did Jesus do? (He invited everyone to sit down, he blessed the food, and everyone shared the meal together.) This is why Shared Experiences in Community are a practice of discipleship.

Practicing Shared Experiences in Community

Jesus knew that joining others in community activities was an important practice of discipleship. Showing responsibility and caring for them was an important part, too.

Do-Good Week
Ask your friends to take part in a “do good” week. Each day, do something nice for someone else—open a door for a person who is carrying a heavy load, sweep a sidewalk, walk a dog that belongs to your friend, or come up with your own helpful ideas. The following week, gather your friends and share what you did. How did it make you feel? Did people appreciate your help?

Children’s Practice Book

Give children the kids pages 11 and 12 to add to their notebooks. Send them out with the challenge to write an idea of a Personal Relationship they will engage in during the week, and ideas of Shared Experiences in Community that they will take part in during the week. Brainstorm these together if it is helpful to the children.

Continue to practice the song, dance, scripture, or drama that was chosen in the first session.

Make final plans for sharing with others.

Gather children in a circle prayer to pray a Chalice Prayer for their friends and others.

Say: Form your hands into a bowl shape. Imagine holding one of your friends in your hands. As you say a prayer, hold your hands up. This form of prayer is called a chalice prayer (“chalice” means cup).

Ask who would pray now for God to love and watch over their friends.
Help Others/Keep Growing

Missional Encounters

Lifelong Learning

Session Focus

Explore the discipleship practices of Missional Encounters and Lifelong Learning.

Focus Scriptures

Mark 1:40–45 (leper healed by Jesus)
Luke 24:27–32 (Jesus talks to two disciples about understanding and continued learning)

Objectives

The learner will...

• Review the previous practices of discipleship: Personal Spiritual Practices and Community Spiritual Practices

• With others, create a poster of persons in need of our help

• Share how the practices of Personal Relationships and Shared Experiences in Community were experienced through Growth Plans from the last class session

• Hear a story of Jesus healing the leper (Mark 1:40–45) and of Jesus teaching his disciples to keep learning (Luke 24:27–32)

• Go on a Scripture Hunt to find stories of Jesus helping others

• Identify practices of Missional Encounters and Lifelong Learning

Materials

• poster board or newsprint and markers, tape or glue, magazines and newspapers, scissors

• print kids pages 15, 16, 17, 18, one per child, to add to their individual journals

• items for Scripture Hunt: sunglasses, pillow, girl’s hair bow or barrette, ten bandages (plasters), R.I.P. (Rest In Peace) sign with the name “Lazarus,” cane, thermometer, and glove

• index cards

• newsprint or paper for timelines, with markers or crayons or colored pencils

• download the video from Learning to Recognize God, Day 25 from www.CofChrist.org/discernment/learning.asp. Use a computer and projector to show the video.

Resources

• Bibles for each child, if possible

• NRSV Bible for children or the Lectionary Story Bible, Year A

Practices of Discipleship for Children 23
In teams of three, give children magazines and newspapers, poster board (or newsprint), scissors, tape or glue, and markers. Ask them to find pictures or headlines about people who are faced with difficulties in life: floods, illness, joblessness, crime, poverty, injustices, etc. Cut out those images and headlines and attach them to the posters. Underneath, list one idea for each picture that tells what could be done to help those people.

Ask each team of children to share their posters, explain the images, and read the list of helpful ideas.

Ask each team: what are you doing to help people in these circumstances—in your school, church, neighborhood? Answers may range from being personal friends, to helping a food drive, giving Mission Tithes, or buying a goat through an organization such as Outreach International!

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**Jesus on a Mission**

Today we’re learning about the discipleship practice of Missional Encounters.

Remember what Jesus read from the scroll in the synagogue? (“to bring good news to the poor, to release the captives, to recover sight for the blind, to let the oppressed go free, and to announce the year of God’s shalom”—Luke 2:42–52). Jesus reached out to strangers who needed him, who were hurting, or sick, or sad. This was Jesus’ mission. We read about it in our second class. Missional Encounters are ways to help people who are hurting, sick, sad, or being unfairly treated, fulfilling the mission of Jesus Christ.

Read the story of Jesus and the leper from Mark 1:40–45 or Lectionary Story Bible, Year A, page 131.

When Jesus healed the leper, he cured him of his disease, which meant the man could return to his family and friends. People were so afraid of lepers that they “cast them out” and lepers had to live in “leper communities” away from others. Leprosy was thought to be a punishment for sin. When Jesus healed the man with leprosy, that man was restored to his family, friends, and spiritual community. Ask:

- What happened when Jesus met the leper?
- Do you know other stories of Jesus healing?
- What are some other examples of Missional Encounters that we thought of the first week? (read ideas from the poster). Can you think of any other examples?
- Refer to the poster on Missional Encounters. What does the symbol stand for?
Practicing Missional Encounters

Some of Community of Christ’s mission initiatives are to abolish poverty and end suffering, and bring the peace of Jesus Christ to the world. That is what Jesus did every time he met someone who was sick, hurt, sad, or treated unjustly.

• Think of someone you know who is “cast out,” not accepted because of an illness, skin color, lack of education, disability, or other reason. Tell about this person. Do you feel that others “cast them out”?

• What do you think Jesus would do with this person, if Jesus were here?

• What can you do in Jesus’ place?

• What people do you think need our help today? What can we plan to do to help? (Be open to kids’ ideas. They may want to raise money to sponsor or support a project or organization helping others.)

Before class, hide the items listed below around the classroom. Attach a tag to the item with the scripture reference. Give kids (in teams of two or individually) copies of the scripture hunt page (kids page 17). Teams look for the items, then look up the listed scripture and write what that story was about: Who did Jesus help? What did he help them with?

Items are:
1. sunglasses (Luke 18:40–42)
2. pillow (Mark 2:1–12)
3. hair bow or barrette (Luke 8:56)
4. ten bandaids (plasters) (Luke 17:11–19)
5. RIP sign or gravestone (John 11:44)
7. thermometer (Matthew 8:14–15)

Allow each team to find only one or two items so all teams have at least one item and scripture story to look up.

Afterward, invite each team to share the item they found and the related scripture story. Ask:

• Who did Jesus heal?
• What did they like about the story?
• What did they learn from the story?

Jesus: Lifelong Learning

Today we’re also learning the discipleship practice of Lifelong Learning.
One of the most important practices is the simplest: to keep learning throughout your life.

Learn new skills. Go deeper into what you already know. And learn all the time, through experiences, through trying new things, meeting new people, through teaching, through growing.

Jesus kept learning throughout his life, from the time he was a boy who was talking with adults in the temple, to the times when he taught his disciples new things.

Share a story of Jesus meeting some of his disciples on the road to Emmaus from Luke 24:13–32 or Lectionary Story Bible, Year A page 102. Discuss:

• The disciples did not recognize that the stranger was Jesus, so they told him what had happened to their friend Jesus. What did Jesus do so that they would understand the reason he came?

• We can keep learning all our lives, even learning difficult concepts like what God’s kingdom is like. What are some other examples of Lifelong Learning?
Learning that we thought of the first week?  
(Read their ideas from the poster.)

• Can you think of any other examples?

• Refer to the poster on Lifelong Learning. What does the symbol stand for?

Practicing Lifelong Learning

Jesus was always teaching those who followed him. He taught through parables; he taught what to do from the choices he made; he taught directly about important things; he traveled and taught people based on what they already understood and knew. Discuss:

• What are your dreams or goals?
• What do you want to do now or when you grow up?
• What would you like to learn or get better at?

Have children develop a timeline of their life: what they are going to learn and explore along the way. Hand out journal page 18 as a guide, but they might want to draw their timeline on a larger sheet of paper and add drawings or comments.

Discuss: We learn best when we have others, as the disciples of old did, to guide and support us along the way. Show the video from Learning to Recognize God, Day 25. No matter what we’re learning, having a guide who is a good listener and who offers a safe space for you to ask questions is helpful. Think about your life. Who supports you? Write the name of the person or persons at the bottom of your practices page. You may wish to send a note of thanks to your mentor or guide.

Children’s Practice Book

Give children journal pages 15 and 16 to add to their notebooks. They are to write ideas of one or more Missional Encounters they will engage in sometime this week, and a Lifelong Learning experience that they will have sometime this week. Brainstorm these together if it is helpful to the children.

4 Send

Explores ways to share learning with others and explores ways to serve

Continue to practice the song, dance, scripture, or drama that was chosen in the first session.

Make final plans for sharing with others. Look forward to the time when you can share the results of your practice with others.

5 Bless

Time of prayer, praise, blessing and hope

Gather children in a circle. Say a prayer of healing and blessing. Invite the children to add a name of someone they want a special blessing for, or people with special needs (for example, “people who are blind”) to the end of your prayer.
Session Focus

Children explore and reflect on their discipleship through engagement in the practices, and make an action plan.

Focus Scriptures

Matthew 5:1–10 (the Beatitudes)
Doctrine and Covenants 164:9c (“If you truly would be Community of Christ, then embody and live the concerns and passions of Christ.”)

Objectives

The learner will...

• Share the previous practices of discipleship: Missional Encounters and Lifelong Learning
• Play a game to review knowledge of the names and identities of the eight practices
• Complete a second Disciple Profile to express understanding of and engagement in the practices at the conclusion of these classes
• Experience new ways to practice the Practices of Discipleship
• Create a Growth Plan to practice over a period of time after class: a month, quarter, or longer
• Hear the affirmation and story of Jesus’ invitation to “Follow me,” to continue to share the good news
• Add final pages to the practices journal

Materials

• index cards, two different colors (approximately 20–30 of each color)
• newsprint, markers, tape, chalk or whatever is needed to create a wall-sized chart (see illustration on next page)
• a copy of the Disciple Profile for Children for each child (download at www.CofChrist.org/dfg/tools.asp)
• pencils
• print kids pages 19 and 20, one per child, to complete their individual journals
• a MP3 or CD with the song “Follow Me” by John Denver and a music player

Resources

• Bibles for each child, if possible
• NRSV Bible for children or the Lectionary Story Bible, Year A
1 Gather
Activates background knowledge, prepares and motivates for the lesson

Play a game to review children’s understanding of the Practices of Discipleship.

Create a wall-size chart of the Practices (see illustration). Icons are optional, but leave a lot of space in each box. Copy the list from page 30 on two differently colored index cards, one idea per card.

Set up two teams for a relay game. Line up children across the room from the chart. Hand the first child in either line a card, for instance “pray,” and challenge the child to tape it in the poster square where it best fits. Other children in line may coach the runner with suggested answers. Alternate the card distribution, one at a time, to each team.

After the game, review the answers noting where children placed the cards. Remember that some answers can fit in more than one place. For example, “pray” could be a Personal Spiritual Practice OR a Community Spiritual Practice depending on where it is done.

2 Engage
Invites exploration and interaction

Review Growth Plan

Review the children’s Growth Plans from the last class: Missional Encounters and Lifelong Learning.

- Who wants to share what they did or how they felt?
- What other ways did you think of to engage in Missional Encounters?
- Who worked any further on their Lifelong Learning Timeline? Share these.
- Did you think of other examples of these two practices?

How Have You Grown?

Give children the Disciple Profile and see if their answers have changed.

- Are children now more interested in the Practices of Discipleship and understand them better? Are they more committed?
- Which Practices do they want to work on?
- Which ones do they like best?

Jesus Talks to His Disciples

Tell the story of Jesus talking with his disciples (the Beatitudes) (from Matthew 5:1–10 or the Lectionary Story Bible, Year A, page 58–59). Discuss:

- Which phrase or beatitude did you like the most? Why?
- How does this story make you feel as you continue to practice following Jesus?
Follow Jesus

Play the song “Follow Me” by John Denver as children look at a painting of Jesus and think about Jesus saying “Follow Me” to them. Let the children choose a way to respond to Jesus’ invitation. Set up tables with the following ideas (or your own) written on an instruction sheet per table, with supplies to create.

- Record your favorite scripture, song, or meditation as an audio track. Copy onto an MP3 player or other medium to listen to with earphones during Personal Spiritual Practices time.
- Paint or draw a picture of you and Jesus engaged in your favorite experience: pizza dinner, sports event, relaxing in a treehouse, walking through a forest, laughing with others.
- Find your favorite scripture story of Jesus, write it in your own words, and send it to someone you really care about. Write what it shows you about Jesus that you really like.

Discuss:
- Which of these did you choose to do?
- What kind of practice was it?

Planning to Practice

Give children their final journal pages, 19 and 20. Choose a period of time for them to work on their Practices of Discipleship (for example, one month, the summer, or six weeks). Two pages are provided to allow for more than one time period.

Have children begin working on a plan in class. Tell kids you will check back with them occasionally to see how they’re enjoying practicing their discipleship or to answer any questions. If they think of new ways to do any of the practices, invite them to share with you!

Disciple Growth Plan:

Date____

Scripture Study:

Missional Encounters:

Personal Spiritual Practice:

Community Spiritual Practice

Personal Relationships

Shared Experiences in Community

Witnessing and Storytelling

Lifelong Learning

Send

Explodes ways to share learning with others and explores ways to serve

Discuss the special song, dance, scripture, or whatever you chose to do as a group to share with others:

- How did you feel practicing this together as a group?
- Did it make it easier to learn something new?
- Did you also practice at home?

Ask children what they’d like to learn next. Would they like to continue meeting to learn new songs, scriptures, dances, or something else? This is Lifelong Learning! Make plans to meet and learn new things together.

Bless

Time of prayer, praise, blessing and hope

Bless the children with the prayer that Jesus prayed for his disciples, or create your own prayer based on what you’ve learned about the children and how they will grow as they practice to follow Jesus.

Dear Jesus, we know that you said, “I will be with you always.” We also know you prayed for your disciples in all places and at all times when you said, “Holy Parent, protect them by the power of your name...so that they may be one as we are one” (John 17:11, adapted).

We also want you to know that we want to follow you and will practice being your disciples every day, as stated in Doctrine and Covenants 164:9c: “If you truly would be Community of Christ, then embody and live the concerns and passions of Christ.” Amen.
Disciple Practices Game

Write each idea below on an index card, one idea per card. Add your own ideas, or ideas suggested by the children during the classes. Divide the ideas between the two colors of index cards.

Scripture and Theological Study
- read stories about Jesus
- read my favorite scripture stories
- look up scripture passages about a specific topic
- memorize a psalm or prayer
- learn Community of Christ beliefs
- learn about Community of Christ’s sacraments
- learn Community of Christ’s story

Witnessing & Storytelling
- tell others about Jesus
- share my beliefs with friends
- invite others to learn what I’ve learned
- share hospitality
- tell my favorite scripture stories to others

Personal Spiritual Practices
- prayer
- walk the labyrinth
- write a letter to God
- write my feelings in my journal
- find a special place to pray
- listen to music to be at peace
- play an instrument to feel God’s closeness
- do a Chalice Prayer for my friends

Community Spiritual Practices
- go to worship services
- sing with others in church
- receive the offering of others
- say a prayer at church or in a group
- be baptized and confirmed
- take Communion
- receive the sacrament of laying on of hands for the sick

Personal Relationships
- make new friends
- make an “unlikely” friend
- help my friend when they need me
- tell my friend when I need help
- challenge my friend to do better
- make a friend of someone who’s a different age

Shared Experiences in Community
- enjoy being with others at a campfire
- join others to clean up my classroom, church grounds, or neighborhood
- walk to school with other children
- join a club or sports team
- attend potlucks and other dinners together

Missional Encounters
- donate my money to World Mission Tithes to help others
- recycle and reuse
- join Outreach Kids (www.outreachkids.org) to learn about the needs of children around the world
- organize or help with a food collection for the hungry in my town
- walk the dogs and pet the cats at an animal shelter
- buy a goat or pig through Outreach International, World Accord, or similar organization

Lifelong Learning
- learn a new skill to help others
- study well at school
- study a language different than my own
- dig deeper into the scripture stories
- learn an artistic skill like playing an instrument, singing, dancing, art or drama
- travel to learn about other people and cultures
Pray and listen to God.

Worship and praise God together.

Disciple Practices

What did you do?

Generously share your gifts to help others and the world.

Grow and learn to follow Jesus.

Personal Spiritual Practice: find a special place to pray, try different kinds of prayers, meditate, walk the labyrinth, write in a journal

Community Spiritual Practice: join the church choir, learn a new hymn or camp song, help wherever needed, write in a journal, different kinds of prayers, meditate, walk the labyrinth, clean up a street, help build a house, collect food for the hungry, clean up a street, help build a house, collect food for the hungry

Missional Encounters: give your offering, recycle, help build a house, collect food for the hungry, clean up a street, help build a house, collect food for the hungry

Lifelong Learning: work hard at school, learn to play an instrument or learn a new language, learn to dance or write a poem, visit a new place

Missional Encounters: give your offering, recycle, help build a house, collect food for the hungry, clean up a street, help build a house, collect food for the hungry

What did you do?
Scripture and Theological Study: find your favorite story of Jesus, watch a movie about Jesus, find a Bible that you can study yourself, learn what your church believes
Witnessing & Storytelling: tell your favorite faith story that you've heard, invite someone to join you to hear more about Jesus or your church
Personal Relationships: make a new friend, invite someone to your home, church, or club, tell your friend what you like about being with them
Shared Experiences in Community: enjoy activities with friends, family, church, join clubs, go to sports events.

What did you do?

Disciple Practices

Study Community of Christ

Scripture and Theological Study: find your favorite story of Jesus, watch a movie about Jesus, find a Bible that you can study yourself, learn what your church believes.

Witnessing & Storytelling: tell your favorite faith story that you've heard, invite someone to join you to hear more about Jesus or your church.

Personal Relationships: make a new friend, invite someone to your home, church, or club, tell your friend what you like about being with them.

Shared Experiences in Community: enjoy activities with friends, family, church, join clubs, go to sports events.

What did you do?
Disciple Growth Plan

A place I want to pray:

What I prayed about:

A new spiritual practice I will try:

How I felt when I did this:

Another practice I want to try:

A new practice I will do at church:

What I prayed about:

A place I want to pray:
Directions for Making a Labyrinth

Can you build a full-size Labyrinth for you and others to use?

Can you draw a Labyrinth?

Guidelines for Walking the Labyrinth

- Pause at the entrance and be at peace.
- Walk at a calm pace; do not crowd others.
- Pause at the entrance and be at peace.
- Be mindful of your thoughts and feelings as you walk.
- Walk at a calm pace; do not crowd others.
- You may pass others, but don't Giggle or interact.
- Pause or stop in the center as long as you want (a candle, scripture, or object can be placed there for meditation).
- Share with others your feelings and thoughts.
- Write in your journal about your experience.
- Continue back out of the circle.

Can you "build" a full-size Labyrinth for you and others to use?
Disciple Growth Plan

How I want to build my friendship with:

What I can do:

A new friend I want to make is:

My plan for making friends is:

A shared experience I like to have is:

Why I will have this experience with is:

Another shared experience I want to try:

How I felt when I did this:

A new friend I want to make is:

What I can do:

How I want to build my friendship with:
Disciple Growth Plan

Who needs help:

What I can do:

Other ways I can help:

Ways my church can help others is to:

Something I can learn that would help others know the love of Jesus is:

What I want to do when I grow up is:

What I want to do and learn now:

Other ways I can help:

What I can do:

Who needs help:

Disciple Growth Plan
Scripture Hunt

Missional Encounters

Match up the item you found with one of the scriptures below. Look up these scripture stories to find who Jesus helped in his missional encounters and write it on the blank line.

1. sunglasses (Luke 18:35–43) Jesus helped _______________________________________________________________
2. pillow (Mark 2:1–12) Jesus helped _____________________________________________________________________
3. hair bow or barrette (Luke 8:49–56) Jesus helped ___________________________________________________________
4. 10 bandages (Luke 17:11–19) Jesus helped ______________________________________________________________
5. strips of cloth (John 11:33–44) Jesus helped ________________________________________________________________
7. thermometer (Matthew 8:14–15) Jesus helped __________________________________________________________

What other stories of helping and healing do you know?

What story is your favorite?

My Lifelong Learning Timeline

What is your best role model for lifelong learning?

I was born (when?) ____________________________

I was born (where?) ___________________________

My favorite book to get information I'm interested in: ____________________________

What I like to learn about: ____________________________

A club, sports, music, art, or other I enjoy: ____________________________

I am learning: ____________________________

I am learning: ____________________________

What I learn: ____________________________

Where I attend school: ____________________________

What I learn: ____________________________

What profession I want to learn about: ____________________________

What I can teach myself: ____________________________

What I can teach myself: ____________________________

Write it on the blank line. Find who Jesus helped in his missional encounters and scripture below. Look up these scripture stories to match up the item you found with one of the scriptures.