



2020-2021

# School of Love

Guide Manual



Holy Trinity Lutheran Church  
ANKENY, IOWA

# Contents

Guiding .....	2
Guide Job Description .....	2
The Care & Feeding of a Guide .....	3
What is a Middle School Student? .....	3
Intellectual Development .....	3
Fun Biological Facts about Puberty! .....	5
Social Development .....	5
Emotional Development .....	6
Inside a Middle Schooler's Head .....	6
Stress in Middle Schoolers .....	7
Building Relationships with Young Adolescents .....	8
Connecting with Young Adolescents.....	8
Connecting with Parents.....	9
Getting Your Small Group to Gel.....	9
You are a Christian Small Group .....	9
Getting the Most Out of Small Group Time.....	11
Discipline & Classroom Management Online .....	11
90 Discussion Starters and Get to Know You Questions.....	12
Ways to Pray .....	14
The Nitty-Gritty of Online Middle School of Love.....	15
What You Need, We Provide .....	15
Holy Trinity's Website .....	15
Small Group Zooms and Highs and Lows .....	15
Worship and Worship Notes.....	16
Service Projects.....	16
Background Checks and the Child Safety Policy.....	16
Background Checks .....	16
Child Safety Policy .....	16
School of Love Schedule .....	17

## Guiding

The saying goes, “it takes a village.” Studies show that the more adults at church who know a child’s name the more likely the child is to want to come to church! For middle schoolers, seeing an adult, who isn’t their parent, take an interest in their life and faith can be a life changing experience. Committing to be a Guide is committing to play such a role for the youth in your small group.



The Learning Ministries staff and Standing Ministry Area (SMA) leaders ask that you genuinely try to form a relationship with the youth in your small group. We ask that you be an example of a faithful disciple of Christ by attending worship regularly, studying scripture, praying for those in need, serving the needy, and genuinely showing that you care for those around you. In short, love God and love your small group!

## Guide Job Description

### Mission

- Create an environment where youth can grow in faith and Christian friendships are nurtured.

### Primary Responsibilities

- Provide leadership to your small group with your co-guide.
- Prioritize being present on Wednesday nights.
- Be aware of the Affirmation of Baptism class schedule and upcoming activities.
- Serve as a communication conduit to families of your small group. (Contact information provided by staff.)
- Model appropriate behavior in large group teaching time regarding listening to the teacher, not using technology unless asked, etc.
- Help with classroom management and discipline.

### Qualifications

- A regular worshipper at HTLC.
- A history with Holy Trinity of at least six months or longer.
- A willingness to submit to a national background check.
- A willingness to serve as a Guide for three years.
- A willingness to pray for your small group.
- The willingness and ability to be available on most Wednesday evenings.
- The willingness to be appropriately authentic with tweens and teens about questions of faith and life.
- The willingness and ability to affirm young people in their faith journeys.

## The Care & Feeding of a Guide

First, do not panic.

Pace yourself; three years is a long time. It's very rare for a Guide to leave after a year or two. Most Guides are in for the long haul. So, make sure you really have the time to be a Guide and are ready to commit the time it takes to be a Guide. Don't commit to everything, work with your Co-Guide to make sure things are covered, but don't feel you have to be at everything.

Partner with your Co-Guide, they are your best ally in classroom management, dealing with logistics, understanding what's going on in the ministry on any given night. Connect with them on Monday or Tuesday before you come to class.

Take advantage of this material. Read it, refer to it regularly, check here first if you have a question.

Pray. Pray for yourself, your Co-Guide and your small group (staff appreciate prayer as well). This will help you focus your relationships in the right direction—toward God. Know that we are praying for you!

Make sure your spiritual cup is filled up. You can't help kids grow in faith if you're feeling empty. Come to worship regularly, be part of a pause group or grab a devotion book—we have a list, ask us about it.

## What is a Middle School Student?



First, a middle school student, is someone roughly between 10 and 13, is not a large child, or a small high school student. They have their own unique developmental issues and stages of growth to get through.

We tend to be very aware of the dramatic changes taking place when we see young adolescents (yes, we're referring to puberty, more about that later), but pay much less attention to their intellectual, social and affective (emotional) maturation. There are two things that happen right at the beginning of this phase of life that are crucial to know when working with these students.

Between 10 and 11 years old, there's a period of intense brain development where new neural pathways are being rapidly created and old ones are being shut down.

Between 10 and 11 years old, students begin to view their friends and peers as the focal point of their lives.

## Intellectual Development

Middle school students are moving from concrete thinking to being able to think abstractly. This process does not have a definite age range when it happens, and it doesn't advance consistently among all students. About 33% of 8th grade students consistently show signs of being able to think abstractly.

This means that most middle school students still live mostly in a black and white world and have a hard time relating to situations or ideas with which they have no personal connection. They can think abstractly about things they have personal experience with.

Here are some of the ways it might play out in conversation or in small groups:

### ***Idealistic***

Middle school students are often unable to separate what they think high school or adulthood are from what we really experience as adults. This is because they lack the personal connection with these situations to be able to think critically about them. Another way this gets played out is that they reduce complex situations to simple answers; for example, if you ask them to solve world hunger they can come up with an answer, but it doesn't take global political realities into account.

### ***Literal***

Middle school students are often very literal, especially when it comes to directions and instructions. It's difficult for them to read between the lines and take initiative (they are also very self-conscious about getting things wrong). This might look like asking them to clear the table and then having to remind them that dishes go in the dishwasher.

### ***Seeking Connection***

Middle school students seek to connect what they are learning to themselves but aren't necessarily good at it because they can't think abstractly yet. They can often feel that information given in learning settings isn't related to anything that resembles reality for them.

For our purposes, in the church, our students generally identify as Christian, or have some personal connection to the church so we can accomplish this a little easier. It might look like drawing connections to why the Bible is still relevant today to Christians even though the newest parts of it were written down almost two thousand years ago.

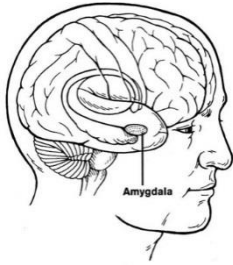
### ***Seek Relevance***

Middle schoolers seek relevance in their learning settings. They need opportunities to explore their own questions about themselves and their place within the communities they find themselves in. If students find what they are studying personally relevant, they are much more likely to engage. It's a major motivator for them.

### ***Academic Decline***

Middle school students often experience lower grades or less concern about school as they enter middle school because their primary goals in life are social. This emphasis on social relationships and learning how to navigate social situations is one of the primary reasons we use small groups in our Ministry of Affirmation of Baptism.

## Fun Biological Facts about Puberty!



The amygdala processes emotions and is linked to fear and aggression responses.

First, middle school students are experiencing rapid neural pathway development and many of those pathways travel to the amygdala, which controls emotions and emotional responses. Specifically, when a young adolescent receives a negative message, the amygdala is activated, and their response may be overly angry or aggressive. As

people age, neural pathways that bypass the amygdala are developed.

Second, during puberty, the adrenal glands, located on top of the kidneys grow and develop. During development, the glands may send shots of adrenaline through a young adolescent's system for no apparent reason.

## Social Development

As children become young adolescents there is a seismic shift in how they think about friends and peers. Sometime between 10 and 11 years old, friends and peers become the focal point of their lives.

This fact has many implications for their development and for the adults who live and work with them.

Here are some ways that this plays out in their relationships:

### **Peers**

Peers are very important to middle school students. Their self-esteem is closely tied to how they are viewed by their peers. Peer pressure emerges at this point in their lives. Peer pressure can be negative or positive; students mirror the behaviors and values of the group they want to be a part of. Peer pressure tends to peak around age 14 and diminishes as students age. Students need help from adults to be able to articulate why going against peer expectations would be okay and to have real alternatives at their fingertips.

### **Bullying**

Bullying behavior peaks in middle school. In boys bullying tends to be physically or verbally aggressive. In girls it tends to be socially disruptive behavior, like gossip, exclusion from a group, etc. Much bullying behavior happens where adults cannot see it: electronically; on Facebook, text messages, and social apps (like Snapchat and Instagram).

### **Social Status**

A young adolescent's status rises as they conform to a group's identity. For most boys status revolves around athletic ability, while for girls it's the depth and breadth of their social connections, though athletic ability is becoming social currency for girls as well.

### **Friendships**

Middle school students seek out numerous close friendships because one of their goals is to learn how to relate to many kinds of people. It is not surprising for friendships from elementary school to dissolve in middle school as students have exposure to more people.

## Emotional Development

Young adolescents' emotional development is related to their primary goal of learning to navigate relationships of all kinds. Their self-esteem and self-concept are tied up in that goal. Many of the things they think and feel about themselves at this point in their lives will carry on to adulthood.

Developing a self-concept, an understanding of who you are in the world, is especially important for middle school students. Their self-concept is tied up with their social development because the things they value most at this age is social interaction. Here's how this works: if a student is part of a group of peers that value good grades and they struggle to get good grades, his self-concept and self-esteem will be negatively affected. On the other hand, if a student is part of a group that does not value grades, their ability to excel at school will be a liability to them.

Here are some other facets of middle school students' emotional development:

### ***Self-centered behavior***

They cannot yet put themselves in other people's shoes, they have trouble interpreting their own actions from the perspective of those around them.

### ***Always On***

Middle school students often feel like the rest of the world is an audience and they feel like they are always on stage and often under the microscope.

### ***It's Only Me***

They are sure no one has ever felt like they have before. This is often accompanied by a sense of invulnerability.

### ***Security Blankets***

Middle school students tend to flip-flop between needing to establish their independence while wanting and needing adult support and protection.

## Inside a Middle Schooler's Head

First and foremost, most of what's happening inside middle school students' heads is close to the surface and revealed to anyone who is close by.

Here's a Top 9 List of sorts of what they may be feeling at any given moment.

- Moodiness
- A sense of crisis at any given moment
- Fickleness
- Devotion to causes or people
- A strong negative reaction to criticism
- Impulsiveness
- A negative sense of self
- A sense of humor that makes fun of others
- An almost constant feeling of stress

In addition to all these feelings they have, you might find that they are:

***Argumentative***

In part, the arguing is about testing their new-found intellectual skills and ability to articulate such thoughts.

***Empathetic***

It is at this time in their lives that middle school students start being able to feel empathy toward others.

***Exploring multiple versions of self***

They are also starting to explore their possible selves. Their behavior will differ depending on the context in which they find themselves. They are feeling torn between wanting to be distinctive and not straying to far from peer expectations.

***Introspective***

They are forming key concepts of self and self-esteem that will persist into adulthood.

### Stress in Middle Schoolers

Just a word about stress in middle school students, it has been found that middle schoolers are more stressed out by an accumulation of less stressful events than a single larger event. For them sustained routine stressors are harder to deal with than something that might change their day-to-day routine. So, this means middle schoolers need more nothing time—time to sit in their room listening to music or on their phones.

Helping middle schoolers deal with stress starts here:

- Encourage them to talk
- Really listen; don't minimize or trivialize their stress
- Do not offer advice unless asked
- Reassure, encourage and support



## Building Relationships with Young Adolescents

Our Ministry of Affirmation of Baptism at HTLC is marked by our priority: ***building Christian relationships between middle school students and their peers and then with caring Christian adults.*** To that end we want strong relationships between the young in our small groups and strong connections with their parents. It makes our lives much more fun.



## Connecting with Young Adolescents

Middle school students are known for their baloney barometers—they can tell when someone is faking interest in them! They have no time, none, for adults (in particular) who have no genuine interest in them.

To help facilitate building a connection with the members of your small group you could

- Pray for them.
- Listen to them.
- Making eye contact: the single easiest way to show interest and investment in what they are saying.
- Find out about them: what they do at school, outside of school, their family situations, things that make them distinct and unique.
- Connect with them on their birthdays or when something special is happening for them. Send a text or make sure to ask when you see them next.
- Students love it when you share your enjoyment of being in their presence. Let them see that!
- Middle school students want to be the exchanges of personal information to go both ways—they want to know what makes you distinct and unique. Share in age appropriate ways things like your favorites, what you like about church; what your hopes dreams are about.
- Know how much vulnerability you can share in your small group, and what's appropriate to share knowing that your own child is probably in the room. If a major family event is happening, make sure you and your child discuss in advance what you want to say or not say about the situation in small group.
- Be as honest as you can about what you're thinking and feeling. If you've had a rough week, let the kids know you're having an off night (without sharing inappropriate details) and ask for some grace.
- Always honor your students' voices and choices.
- Middle school students still need adults to hold up and validate their unique gifts which helps them define themselves.

## Connecting with Parents

### ***Middle school students are not independent.***

To help facilitate building a connection with the members of your small group you could

- Pray for them.
- Initiate contact with parents! Connect with them regularly!
- Make a point of letting parents know when their child does something great!
- Connect with the whole family when a student misses a night.
- You can counter a discipline problem with keeping parents in the loop about successes.
- Going to parents too soon about a behavior issue might turn them against you, on the other hand, so might waiting too long.
- When asking parents for insight into their child, you can diffuse a defensive reaction by asking them to be your ally in making small group something their child enjoys.

## Getting Your Small Group to Gel

When starting Affirmation of Baptism, some of your small group may have previous friendships; some students will be new and have never met. Some will have attended Church School their whole lives, while others will not know the words of the Lord's Prayer. Getting a group of kids to gel takes first and foremost time. Don't rush it. The following might also help.

- Focus on fun to build relationships—it's okay to crack jokes and be silly.
- We are more interested in motivation than in understanding or mastering knowledge.
- Get your students involved as much as possible in decisions about the small group. Make sure no one is left out.
- Create an atmosphere for your group—create rituals around small group time: light a candle, have code words for when moving from one activity to another (make sure everyone knows them!)
- It's OK to interrupt a lesson to spend time on relationships! Don't be so focused on getting through the activity that you miss a moment to connect with the students. In fact, throw out the leader material occasionally, (it isn't holy writ!)
- Because middle schoolers are concrete thinkers, they need tangible signs of affiliation—a group name or inside joke, for example.
- Never treat your small group as a unit, they are all individuals.
- Never rush a student to finish a thought or complete it for them.
- Set high expectations—give them responsibility.
- Notice and applaud their good behavior and unique abilities! Middle School students need approval from adults and to have their feelings validated.

## You are a Christian Small Group

Ultimately, your small group is a Christian small group. Christian small groups work in certain ways. As a Guide you should be:

- Thinking about how you and your students are the hands and feet of Jesus.
- Finding ways to appropriately share your faith story. Your students should know where your hope comes from.
- Know that the big faith questions are answered at different times for different kids. You will have some who are genuinely interested and some who could care less.
- They are going to ask tough questions and push you to answer them. Always answer honestly. If you don't know, say so.
- Our biggest question isn't what do you know? But what do you DO with what you know.
- Share your God moments.
- Don't forget, the Holy Spirit is at work in you! And them!

## Getting the Most Out of Small Group Time

Some of this is about you; about making sure you are in the right head space. Some of this is about them and understanding them. Here's some things to think about:



- Start as you mean to go on: start with prayer, a deep breath and your gear.
- You are an ear!
- The small group material provided is a jumping off point, not holy writ. It's okay to throw the questions out sometimes.
- Enter their world—ask questions about slang or words you don't know, TV shows, music, youtubes, etc.
- Watch for changes; everything from mood swings to changing friendship patterns are common with young adolescents.
- Be compassionate! Accept everyone. Try to meet their needs. Try to meet the kids where they are.
- Be flexible! Kids might like one way of praying one week and balk at it the next. Don't panic! Involve the kids in coming up with alternatives!
- We cover abstract concepts, make sure you are comfortable with the material, so you can help unpack it with them. Make sure you use concrete examples.
- Role playing a situation can be very helpful for kids this age.
- Encourage them to try new answers and new ideas on for size. (They are becoming super self-conscious about what they say and do!)
- Embrace the creativity and silliness of their answers. They often learn best through the process of getting to the actual answers.
- Use open ended questions that cannot be answered yes or no.
- Never rephrase a child's thoughts or questions, ask them to explain.
- Never rush a student to finish a thought or complete it for them.
- Be okay with silence in the face of a tough question.
- While it may feel like group think dominates your small group, never treat your small group like a unit. They are all individuals.

## Discipline & Classroom Management Online

Remember our priority is building Christian relationships among our youth.

- If you're the only one in the room who seems to notice, you can probably write it off. If it's distracting others, call attention to it. Keep in mind that calling attention to behavior can heighten it and the distraction it causes.
- Noise is OK!
- When kids are misbehaving:
  - Check your emotions first.
  - Check the kid's emotions.

- Be honest.
- Help the youth find better choices.
- Reinforce positive behavior.
- If you've got high energy kids, try to match their energy.
- Prevention is your best defense against behavior problems. Create your small group covenant and work your covenant – do a lot of call back to it.
- Don't lose your temper! When dealing with your own frustration and anger:
  - Pause and seek understanding internally.
  - Evaluate your goals.
  - Evaluate the expectations in the room, they could be acting out because you said they could go outside...
  - Evaluate your expectations of yourself.
- If you're having fun, they will be having fun too!
- Take a deep breath before you respond to a crazy interruption.
- Attitude is everything – students behave up to (or down to) your expectations. It's a self-fulfilling prophesy. So set high expectations for behavior and give them the responsibility of meeting them.

## 90 Discussion Starters and Get to Know You Questions

- What is your favorite dessert and why?
- What is your favorite holiday and why?
- If you could be anywhere else in the world right now, where would you want to be and why?
- What is one thing that really makes you mad?
- What is your favorite athletic activity?
- What impulsive thing have you done this week?
- Describe the time in your life when you were the coldest.
- What was your best Christmas ever and why?
- What would you do if you were President for a day?
- Look back and describe yourself in first grade.
- What are your three best qualities?
- Finish this statement: People probably think I ...
- The most daring thing I ever did was ...
- If I could give anyone anything, I would give ... to ...
- The time I felt closest to God was when...
- I worry most about ...
- Three adjectives I would use to describe myself are ...
- I think heaven will be ...
- If I could own any type of business, it would be ...
- Summer is great because ...
- I last cried because ...
- I am most relaxed when ...
- The easiest subject at school is ...
- Something I'll never understand is ...
- What excites you? Why?
- What Bible story do you like most?
- What Bible character would you like to have lunch with and why?
- Are you more like your mom or dad? Why do you say that?
- What bad habit would you like to change about yourself?
- When did you feel the proudest?

- What do you admire more about your parents?
- What annual income would satisfy you? Why?
- What qualities make for a great friendship?
- Who is your most respected spiritual leader?
- The best pet is ...
- The best restaurant is ...
- I get sad when ...
- Who makes you laugh the most?
- The person whose life I have most influenced is ... Why?
- TV could be improved if ...
- What is your favorite drink? Why?
- How much influence do your friends have on you? Why?
- My parents would describe me as ...
- A weakness I have is ...
- What is the best month of the year? Why?
- What is your most vivid memory of childhood?
- What is your favorite flower?
- When were you most embarrassed and why?
- What makes a leader?
- What is the formula for romantic success?
- A person I admire is ...
- I stress out whenever ...
- I laugh whenever I remember ...
- I think I will live until the age of ...
- A food that makes me gag is ...
- What is your biggest struggle right now?
- What are you proudest of?
- What are you like when you first wake up?
- What is your opinion of country music?
- Why are so many murders committed annually in this country?
- How would you explain the Holy Spirit?
- Why do you believe in God?
- What would Jesus say to us right now if he were physically present?
- When do you think the world will end and why?
- What is the most disappointed you have ever been?
- How much cheating goes on in your school?
- What is the best show on television?
- Who is the most talented person you know?
- What in your life needs to change?
- I get angry when ...
- Peace means ...
- I would define joy as ...
- Something I don't deserve but have is ...
- What would you like to change about your physical appearance?
- I hate ...
- What is the best book you ever read and why?
- What I like and don't like about my hair is ...
- The closest thing to a miracle I've ever seen was when ...
- What is your favorite color?
- What are your views on the death penalty?
- When, if ever, is war justified?
- What do you think about the animal rights movement?
- What are your views on gun control?
- How would you try to eliminate racism?
- What do you think hell is like?
- What is love?
- What makes a good group?
- What is one of your most recent daydreams?
- What is something you wish you could do?
- Grandparents are...

## Ways to Pray

### ACTS Prayer

One way to remember what to pray for is to remember the acronym ACTS:

- A—Acclamation, praise for who God is
- C—Confession, confessing our sins and weaknesses
- T—Thanks, thank God for blessings
- S—Supplication, asking for the needs of others and ourselves.

### Birthday Candle Prayer

When a student's birthday happens, get the appropriate number of candles. Each member of the small group can offer a short prayer of thanks for something about the birthday boy/girl. Then you light the candle and put it in a cup of sand. The light gets brighter as more candles are lit. Don't blow these ones out, let them burn until they are done.

### Open-Ended Prayer

This is a prayer that is led, line by line, by a facilitator. The facilitator speaks the sentence fragment, inviting participants to randomly speak a word or short phrase to complete the sentence. Allow time for sufficient response before moving on to the next sentence fragment. Examples may include:

- God, you are...
- I thank you for...
- Forgive me for...
- I am concerned about...
- Give me strength to...
- Help me understand...
- As I talk with you, I feel...

### Secret Prayer Partners

Each member of your small group is given the name of another member and is to pray for that person for anywhere from two to four weeks. During that time, each member observes his or her secret prayer partner and regularly prays for them. At the end of the secret prayer time, hold a reveal prayer where prayer partners pray for their partner aloud.

### Dear God Prayer

Sometimes you just need to write it down. Literally write a letter to God as a form of prayer.

## The Nitty-Gritty of Online Middle School of Love



We are planning that our plans will change.

The lessons we are creating are very simple, straightforward and usable in about a million different ways. We anticipate that families and kids will need options and flexibility in getting through this year!

In an ideal world (haha!) we would be working week by week through the material as dated (see the schedule below). We just cannot be sure that will happen as smoothly as we want this year, so really, do

not worry about it.

Our current plan is twice a month have whole grade gatherings with Anne or Vicar Matt, once a month with their small group, lead by Guides, and once a month we will have Worship Watch Parties. It is expected that Guides will be present on all-grade zooms for the grade they Guide, as well as small group nights. We'd very much like 2 adults on zoom at all times.

I personally think it's fine, if you're kids can manage it, that during small group Zooms you can do other things than a lesson – if you group can finish a lesson on their own.

### What You Need, We Provide

We provide all Guides with a copy of the Bible the students use.

Guide Sheets for each lesson will be available as the lesson becomes available. They will all be on Google Docs (links provided in weekly emails). You might want a Guide sheet for the all-grade zooms, just to help follow along.

Activities, crafts, service project supplies (because we are hoping to be doing those as well) will be provided and mailed/delivered home throughout the year.

### Holy Trinity's Website

We have been slowly shifting to being entirely web-based over the last few years with worship notes and assignments. This year we will be adding our weekly work to the website, usually in the form of a Google Form so we track attendance and participation.

### Small Group Zooms and Highs and Lows

Groups are welcome to complete their assigned lesson for the night in small group zooms, or if students are motivated to do their lesson on their own, small group zooms can be more about fun and friendship and integrating the ideas of the School of Love.



Highs and Lows are one of the best ways for small groups to get to know each other and to support each other in times of joy and sorrow. If you spend your entire 45 minutes to an hour on Highs and Lows and prayer, that's FINE, in fact, it's great!

They are also a great way to grow in faith. No, really. It's not uncommon for students to start in 6th grade with highs about the recent football score or the latest test or assignment at school. Lows are about homework or ridiculous siblings or surface things like that. As time goes on, highs and lows become more substantive and more meaningful. Partly it's a function of trust within the small group, partly it's a function of aging and maturing from 6th to 8th grade and partly it's the work of the Guides who gently push their small group to go deeper together as time goes on.

## Worship and Worship Notes

Why Worship Notes? Christian friendships are not only based in fellowship but in worship.

Anne will be hosting watch parties for students to complete worship once a month during the school year. That means they will still need to complete three on their own.

All worship notes are digital and accessible through the HTLC website.

## Service Projects

Being a Christian is more than just believing things, it's doing things! As we say here at Holy Trinity: we are God's hands and feet! We do not know exactly what our service projects will be this year, but we are hoping to do something at Christmas, Fill the Food Pantry and at least two more. More details on those as we know them.

## Background Checks and the Child Safety Policy

### Background Checks

All Guides need to have a current background check on file with HTLC. Even if you are in a job that requires regular background checks we do one as well every three years. The records are kept securely locked or electronically.

### Child Safety Policy

As per our Child Safety Policy having a criminal record or items on the DMV record do not preclude participation necessarily as a Guide. The pastors and staff do reserve the right to ask any Guide to step down at any time. For more information read our child safety policy. New Guides will be asked to read the Child Safety Policy and sign off that they have.

## School of Love Schedule

<b>Date and Time</b>	<b>Lesson</b>	<b>Format</b>	<b>Leader</b>
9/9/20 @ <b>6:00 pm</b>	New Student Orientation for 6 <sup>th</sup> Gr Students & Parents	Large Group Zoom	Anne
9/9/20 @ <b>7:00 pm</b>	Returning Student Orientation for 7 <sup>th</sup> & 8 <sup>th</sup> Gr Students & Parents	Large Group Zoom	Anne
9/16/20 @ 6:00 pm	Welcome to the School of Love	Large Group Zoom	Anne
9/23/20 @ TBA	Radical Hospitality: Gratitude	Small Group	Guides
9/30/20 @ 6:00 pm	Worship Watch	Large Group Zoom	Anne
10/7/20 @ 6:00 pm	Radical Hospitality: <i>Imago Dei</i>	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
10/14/20 @ TBA	Radical Hospitality: Responsibility	Small Group	Guides
10/21/20 @ 6:00 pm	Authentic Worship: Preaching	Large Group Zoom	Anne: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt: 8 <sup>th</sup>
10/28/20 @ 6:00 pm	Worship Watch	Large Group Zoom	Anne
11/4/20 @ 6:00 pm	Authentic Worship: Prayer	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
11/11/20 @ TBA	Authentic Worship: Sacraments	Small Group	Guides
11/18/20 @ 6:00 pm	Spiritual Transformation: Seeking	Large Group Zoom	Anne: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt: 8 <sup>th</sup>
11/25/20 @ TBA	Worship Watch: Thanksgiving Eve	TBA	Anne
12/2/20 @ 6:00 pm	Spiritual Transformation: Crossing Boundaries	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
12/9/20 @ TBA	Spiritual Transformation: Connection	Small Group	Guides
12/16/20 @ 6:00 pm	Worship Watch	Large Group Zoom	Anne
12/23/20	<b>Christmas Break</b>		
12/30/20	<b>Christmas Break</b>		
1/6/21 @ 6:00 pm	Fearless Witness: Being Beloved	Large Group Zoom	Anne: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt: 8 <sup>th</sup>
1/13/21 @ TBA	Fearless Witness: Sharing Faith	Small Group	Guides
1/20/21	Fearless Witness: Abundance	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
1/27/21 @ 6:00 pm	Worship Watch	Large Group Zoom	Anne
2/3/21 @ 6:00 pm	Intentional Compassion: Trust	Large Group Zoom	Anne: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt: 8 <sup>th</sup>
2/10/21 @ TBA	Intentional Compassion: Caring for Others	Small Group	Guides

2/17/21 @ TBA	Worship Watch: Ash Wednesday Worship	TBA	Anne
2/24/21 @ 6:00 pm	Intentional Compassion: God's Works	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
3/3/21 @ 6:00 pm	Extravagant Generosity: Over the Top	Large Group Zoom	Anne: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt: 8 <sup>th</sup>
3/10/21 @ TBA	Extravagant Generosity: Leap of Faith	Small Group	Guides
3/17/21	<b>Spring Break</b>		
3/24/21 @ 6:00 pm	Extravagant Generosity: Hope & Imagination	Large Group Zoom	Vicar Matt: 6 <sup>th</sup> & 7 <sup>th</sup> Anne: 8 <sup>th</sup>
3/31/21	<b>Holy Week</b>		
4/7/21 @ 6:00 pm	Worship Watch	Large Group Zoom	Anne
4/14/21 @ 6:00 pm	Stump the Pastor	Large Group Zoom	Anne & Pastor: 6 <sup>th</sup> & 7 <sup>th</sup> Vicar Matt & Pastor: 8 <sup>th</sup>
4/21/21, 6:00 – 8:00 pm	Fill the Food Pantry	Service Project	Students!
4/28/21 @ 6:00 pm	8 <sup>th</sup> Gr Affirm Meeting for Students & Parents	Large Group Zoom	Anne