



TRAINING MANUAL

MODULES



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INTRODUCTION TO REACH4LIFE

Reach4Life is a comprehensive, Christian life skills programme for young people – with a particular focus on identity, sexuality and relationships – that brings about holistic spiritual and behavioural transformation. It is based on the idea that comprehensive behavioural change is only possible once there is a spiritual revolution in the hearts and minds of young people.

It was initially developed for teens between the ages of 12 and 18, however it has been found to be effective with pre-adolescents from as young as 10 (before the onset of sexual activity) right up to young adults in their early 20s who are still facing questions of who they are and how they can make wise life choices.

The core of the programme is the Reach4Life Bible that contains – in addition to the full text of the New Testament (using the New International Readers Version or NlrV) – lessons and stories that guide young people to faith in Christ, belief in themselves, and gives them the essential life skills and resilience to face the many challenges and temptations facing youth today.

There is a special focus on building a strong identity in Christ, helping young people address the central question: *Who am I?* The programme takes young people through 4 life journeys with 10 lessons in each, addressing issues like sex, relationships, emotional pain, drug and alcohol use and social media.

The programme is facilitated in a small group context and is taught by peer educators – mostly young people who have had to make some of the same difficult choices that teens face – recognising that lasting transformation only happens in relationships where authenticity and trust is present. Peer educators serve as role models and mentors where they have the opportunity to help the rising generation achieve its fullest potential.

To exist, all you have to do is breathe. But to live, to really live, you must believe. Reach4Life challenges you to breathe heaven's air supply. It is designed to inspire you to plug into a relationship with God, the raw power of the Bible, the wisdom of saving lovemaking for marriage, the support of a local church, the beauty of a transformed life, and the opportunity to change the world one person at a time!

HISTORY OF REACH4LIFE

One of the biggest ongoing tragedies in sub-Saharan Africa is the HIV/AIDS pandemic. Africa has 70% of all HIV infections, with southern and eastern Africa accounting for over half of all global infections.

Although AIDS is no longer necessarily a terminal disease, as it can be managed with anti-retroviral drugs, there is still no cure. And one thing that is very clear from the history of the HIV/AIDS pandemic in Africa is that there is a direct link between the spread of the disease and poverty. For young people mired in poverty, there are few opportunities and little hope for the future. Hopelessness leads to risky behavior, including sexual promiscuity and drug and alcohol abuse. For young men, there are few good male role models and young women are vulnerable to sexual exploitation and abuse.

In the face of such intractable social and moral problems, a few sex education classes and handing out free condoms is not the answer! Only a total transformation of the heart and mind can bring about true and lasting behavioural change. And how can such a change happen? Through meeting Jesus Christ as Lord and Saviour and having your whole life transformed through the Word of God. The goal is therefore not just sexual purity, but holistic spiritual transformation.

It was this realisation that led the Biblica team in South Africa to develop the Reach4Life programme back in 2004. After consulting with experts in HIV/AIDS, sexuality, educational psychology, and theology, all the additional material was written that, together with the text of the New Testament, forms the heart of the programme. Most of the additional material was written by a youth pastor from Cape Town, South Africa, whose own father had died of AIDS.

The programme comprises 40 lessons delivered throughout the year in a small group context by peer educators who serve not just as teachers, but also as mentors and role models. Once a young person gives their life to Christ, they are connected to a local church where they can continue to receive the community support they need to thrive. Many young people who have gone through the programme have gone on to become peer educators themselves.

The 40 lessons are divided into 4 Journeys:

1. **Believe** – the gospel message of salvation.
2. **Grow** – how to grow in faith and spiritual maturity.
3. **Live** – how to deal with the practical challenges of life as a young person.
4. **Change** – how to be a change agent and work for God's Kingdom.

There are also bonus inserts that deal with sexuality and relationship-related issues (**Reality Bites**), overcoming hurdles to growing closer to God (**That's Deep**), amazing facts about Jesus (**Wow!**), overviews of each book of the New Testament (**Zoom**) and extra Scripture notes linked to the 4 Journeys (**Journey Links**).

The programme was first run in schools but soon started being used in church youth groups, universities, prisons, drug rehabilitation centres, orphanages, and refugee camps. Wherever there were young people gathered, Reach4Life proved to have a powerful impact.

In 2015 a significantly revised version was released that shifted the focus from HIV/AIDS to a broader focus on sexuality and relationships in general, and now using the easier-to-read New International Readers Version (NlrV) of the Bible.

Globally, Reach4Life has been launched in over 30 countries and has been translated into 12 languages. Biblica partners with organisations, both large and small, who run the programme in all kinds of settings. Over 2 million young people have been impacted by the programme as we continue to transform lives through God's Word.

One of our partners, *Phakama Africa Community Projects* (Phakama), together with their supporting organisation, *Prevention Time*, developed a training manual for their peer educators and were able to achieve tremendous growth in Bible engagement. Using topics and concepts found in their manual, along with additional content and sources, we have created a training tool that can now be used by our global partners.

ESSENTIAL ELEMENTS OF REACH4LIFE

There are some essential elements that have been developed over many years that form the heart and soul of the Reach4Life programme:

1. It is a long-term discipleship programme, not just a product or free giveaway.
2. It is designed to be facilitated by peer educators in a small group context.
3. It works best when Scripture is read aloud, together.
4. It is not so much about teaching a lesson as creating space for discussion; in other words, the young people should be talking more than the facilitator!
5. It provides a safe space where young people feel free to ask any questions without being judged.
6. It is designed for young people to learn to think critically and biblically for themselves – not just to be given the *right* answers.
7. It can be used flexibly as the core content is designed to be adaptable to different contexts and cultures.
8. The ultimate goal is to get young people reading and engaging with the Bible for themselves – and reading whole books instead of just a few verses here or there.

THE THEORY UNDERPINNING REACH4LIFE

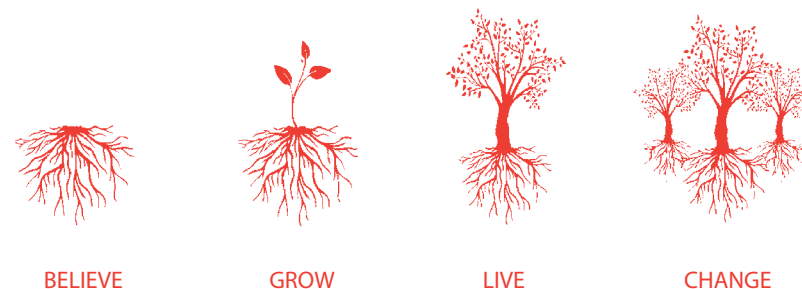
There are several core theoretical assumptions that the Reach4Life programme is based on. These may not all be visible on the surface – in other words, they may not be obvious by just skimming through the content, which sometimes appears deceptively simple. They do, however, serve as the foundation that the whole programme is built on. Or to use another analogy: the programme is like an iceberg of which the largest portion is below the water's surface – the unseen section (the theory underpinning the programme) keeps the entire iceberg (Reach4Life) afloat!

1. Reach4Life is firmly based on the belief that only the Bible, as witness to Jesus Christ as Lord and Saviour, bears the truth that will set young people free from the burden of sin and condemnation; that will restore them to the wholeness of the image of God in which they were created; and will give them identity, community, meaning and purpose.
2. Reach4Life is a holistic discipleship programme that believes true and lasting change in behaviour only flows out of long-term relationships of authenticity and trust, where peer educators spend time with young people in small groups and where circles of trust are created where young people feel they can be themselves, speak honestly and become vulnerable without the fear of rejection.
3. Reach4Life is a non-judgmental approach to youth development that believes young people cannot be forced into behavioural change through fear and condemnation, but rather are attracted and inspired by a positive message of faith, hope and love, without compromising on the truth that the Bible reveals about God's will for people.
4. Through extensive global research, it is clear that young people all over the world face the same struggles. Research shows that the biggest issues and challenges facing young people are: relationships and sexuality; substance abuse and addiction; social media and online activity (especially pornography). It is therefore important to address these issues head-on without beating about the bush. However, it is also clear that these are symptomatic issues (or behavioural fruits) that can only be transformed and healed by addressing the underlying causes (or spiritual roots). Only by addressing the spiritual roots of identity, values, meaning and purpose, can negative and self-destructive behaviours be replaced by healthy and life-giving fruit.

5. Developmental psychology shows us that the core challenge and task of early adolescence is creating a secure and authentic social self, and that the *centre of gravity* at this stage of human development is peer group, sex, and society (having shifted from a focus on the family in childhood). The aim of Reach4Life is therefore to provide a positive, Biblical approach to this psycho-social identity formation.
6. The purpose of salvation in Christ is not simply to go to heaven when one dies, but rather to be transformed and renewed here and now, and to join God's mission in the world to preach the gospel and heal and restore the hurting and broken. Therefore, Reach4Life emphasises not just what we are saved *from* but also what we are saved *for*. Throughout the programme, and especially in Journey 4 – Change, young people are inspired and equipped to become doers of the Word and to join the Great Commission that Jesus describes in Matthew 28:18–20.

THE 4 JOURNEYS

The 4 Journeys, and the 40 lessons covered therein, form the heart of the Reach4Life programme. The progression of the 4 Journeys – from Believe to Grow to Live to Change – illustrates the development and growth that is required for a young person to evolve to full maturity in their faith. This is well illustrated by the image of a tree that grows from a seed, to a small sapling, to a mature tree that produces fruit and seeds for new trees to grow.



1. **Believe:** Takes youth through all the essential elements of the Christian faith. After going through all 10 lessons they will understand why they need God, who Jesus is, what his death and resurrection achieved for them, and what it means to accept Christ and commit their lives to serving him.
2. **Grow:** Works systematically through the core doctrines of Christianity. It starts with an understanding of the Bible as the inspired Word of God and the church as God's family, and then leads youth through all the things they need to grow in faith in Christ into spiritual maturity.
3. **Live:** Deals with all the issues that young people face in the world today – from the role that media and peer pressure play to the dangers of drugs, alcohol, and promiscuous sexual activity. This journey also helps teens develop a healthy self-image and self-discipline and teaches them how to deal constructively with emotional pain.
4. **Change:** Helps young people to understand that following Jesus is not just about their own salvation. The purpose of Christian faith is service to others. And working towards the salvation and healing of all creation is the calling of every believer.

BONUS INSERTS

1. **Reality Bites:** A biblical approach to 20 sex and relationship issues that many young people struggle with. You could call this the FAQ (frequently asked questions) section of Reach4Life. The aim is not to give simplistic answers to complex questions, but rather to help young people ask the right questions and think through the issues in mature, critical and biblical ways.
2. **That's Deep:** Answers to 12 hurdles to drawing closer to God, providing practical help to deal with faith issues commonly faced by young people.
3. **Wow!** 63 amazing and interesting facts about Jesus that you probably never knew.
4. **Zoom:** Introductions to every book of the New Testament that explain who wrote the particular book, who the intended audience was, and what kind of book it is (epistle, letter, etc.). This really helps to know how to read and understand the Bible.
5. **Journey Links:** 61 extra Scripture notes linked to the 4 Journeys. There are references to these links at the end of the relevant lessons, as well as a full list of all the links and their topics at the end of the book.

BEING A DOOR OPENER

When the Reach4Life programme is being launched in a new area, the partner organization will need to approach several institutions to introduce the programme and ask for permission to run it in their institution. This process of asking for permission is what we refer to as door opening – opening the door for this ministry to be run in that institution.

The challenge is to select institutions strategically and get permission from the management to hand out books to participants and explain to everyone how to make the most of the book.

Before going out to any institution, the team needs to map out the area to agree on which institutions will be targeted. Thereafter, find out who are the contact people so that you have some background information as you plan your visit.

Methodology

1. Here are the factors in deciding which institutions to approach. Since you probably have limited numbers of Reach4Life books allocated to you remember three things:
 - ◇ Contact the Biblica Office or Biblica partner organisation in the area to ensure that the institution has not already been approached. If it has not, then notify them of your intention. If it doesn't work out, notify them of that too.
 - ◇ Always prioritise economically challenged areas as this will be a rare gift to the recipients who often feel like the underdogs of society. Secondly, such areas are usually densely populated meaning we will reach more youth.
 - ◇ Rather than approaching one school in a town or city and another school in another town or city, roll out the programme to as many institutions as you can in one area. A systematic approach by area increases the impact and is easier to manage.
2. Once you have selected the institutions, you need to get permission to present the programme. You do this by making an appointment to meet with the management. If you have contacts with the governing body or board, you can take this route too.

3. Here are some tips:
 - ◇ **Pray:** Pray for God's favour and that he would open the door into the institution. Pray before, during (silently of course) and after the meeting.
 - ◇ **Make appointment:** When making the appointment (usually through the secretary) be polite. Confidently explain that you are part of Reach4Life and want to include the institution in a nation-wide campaign to positively shape the sexual values and behaviours of young people. Emphasize that everyone who participates in the programme will receive their own Reach4Life book free.
 - ◇ **Confirm:** phone to confirm on the day of the appointment.
 - ◇ **On time:** Do not be late for the meeting; although accept the fact that you may be kept waiting.
 - ◇ **Manners:** Dress well, act politely, be friendly yet respectful, and be humble yet confident.
 - ◇ **Gift:** Give them a copy of Reach4Life that they can keep regardless of the outcome.
4. Here are some examples of what to say:
 - ◇ **Introduce yourself** and explain that you are a R4L ambassador or peer educator.
 - ◇ **Explain what you want to do:** We want to hand out a free copy of this book to everyone in your institution who would want to take part in the programme, along with an explanation of what it is about.
 - ◇ **Tell them about its success elsewhere:** You can talk about its success in other countries or regions and some of the positive outcomes or its success in your own region. For example, *"We aim to hand it out in all the high schools of our country in the next 10 years. Already we have handed it out in over 200 high schools – we have had raving feedback from headmasters – and the youth are loving it."*
 - ◇ **Tell them about the book:** Basically, the book includes the New Testament – and hundreds of other things that will help young people to make wise decisions and deal with real life issues they are facing – especially around sexuality.
 - ◇ **Tell them what impact you hope it will have:** Our goal is to have a generation of youth who embrace positive values and behaviours that help them live fully.
 - ◇ **Speak to their concern that it will offend youth of other faiths:** Of course, since the book includes the New Testament some young people may not want to take part – and we will give them this freedom – but our experience has been that young people of all faiths have loved the book because of its youth appeal and practical life-wisdom.

Training Exercise: Get into pairs and do a role-play. One of you acts as the school principal and the other as the Reach4Life ambassador. Briefly act out an appointment where you introduce yourself and attempt to sell them on the idea of everyone in their school taking part in the programme. Use the points given above.
5. Once the management of the institution consents, then the planning needs to begin. If you fail to plan, you plan to fail. Either plan the logistics with the head of the institution themselves (perhaps at another meeting) or with someone else – for example a teacher in a school – that the head delegates to. Request that the person being delegated to must be a very good organiser, since there are many logistics to be arranged.
6. Be sure to stay in regular touch with the head of the institution and give them feedback on how the programme is going, especially giving evidence of the positive effect it is having on the young people in that institution.

HOW TO START AND RUN A GROUP

There are detailed instructions for how to start your own Reach4Life group at the end of the Reach4Life book, explaining who can start a group, how to go about running one, and some essential guidelines for facilitating a group.

It is important to note that although the 4 Journeys and the 10 lessons in each are designed with a logical sequence in mind, it is quite acceptable to change the order of the journeys or lessons to suit the needs of your specific context. For example, some people choose to start with *Journey 3: Live*, as it grabs the attention of young people and deals with the most pressing issues, before going back to *Journey 1: Believe*.

It is important that you stick to the following guidelines; it will help trust and authenticity to develop in your group over time:

1. Prepare your lesson well and pray for your group before each meeting.
2. Create clear boundaries and expectations. Set some ground rules at the beginning of the lesson and create a safe space for young people to share by instructing them to:
 - ◇ Be real with and respectful of each other.
 - ◇ Give everyone a chance to talk – listen more than you speak and don't interrupt.
 - ◇ Commit to not sharing what you have heard outside of the group unless granted permission.
 - ◇ Recognise that some things are difficult to share in a group. You may pass anytime you are not comfortable sharing.
 - ◇ Laugh with each other, but not at each other.
 - ◇ Keep your mind and heart open to God and his Word.
3. Stay on topic. When conversation begins to go off-topic, always bring it back to the main purpose of what you are there to discuss.
4. Watch for dominant speakers. If you notice one or two people who are constantly answering questions and dominating the conversation, try to encourage others to participate.
5. Establish positive relationships with each member of your group. This will improve their openness and receptiveness to what you have to say. Truth and honesty are key.

BASIC COUNSELLING TECHNIQUES

As a group leader, you may find young people approaching you, wanting to speak confidentially about problems they are struggling with. While it is important to acknowledge that you are not a trained counsellor, you can still help a lot by just listening to their stories. If there is anything they share with you that you think needs more help than you can give, refer them to a teacher, counsellor, pastor, or social worker who is trained to deal with more complex problems.

Here are a few basic counselling techniques to help you have meaningful conversations with young people:

1. **Active listening:** The most important part of building a trusting relationship is listening. Do not rush to respond. Be present with the person, actively listening to both what they are saying and what they are not saying. Watch for non-verbal signals indicating that there is more to the story. Be prepared to go in-depth and encourage them to focus on and process their feelings. Often, just telling their story is the first step to healing.

Remember to keep your words and actions positive and accepting, to enable them to continue to share freely.

2. **Empathising:** Before responding, give yourself time to think. Use frequent, short responses. Using non-verbal communication (eye contact, nodding) throughout the conversation reminds the individual that you are listening and that you care. Remember, unconditional acceptance is a must so that the person can reveal and disclose themselves without the fear of rejection. The aim is to reflect God's love and acceptance to promote a deeper level of self-understanding. Empathy is communicated by reflecting the feelings that the person is expressing back to them. It helps the person sharing to identify and connect with the appropriate emotion and encourages further exploration of their feelings. Responses to the expression of feelings may be a single word, a phrase, or a reflection of their experience or action. For example: You feel [name emotion] because/when [indicate experience or behaviour].
3. **Comforting:** Your goal in comforting someone is to address and reduce their grief or distress so that they can experience the presence of God as a reality and as a source of consolation.
4. **Probing:** Do not be afraid to ask questions and get more details about their story. The aim is not to interrogate (fire questions) but to encourage story-telling and self-disclosure. For instance, ask: Could you tell me more about that? Why did you say that? And how did you feel about that?
5. **Interpreting:** Assess and analyse the information you have received to gain insight into the individual's unique situation. Think about how their story lines up with God's story, and what He wants to do in the young person's life.
6. **Discerning:** Reflect prayerfully and critically to gain a clearer and deeper understanding of the situation. Use your own experiences to connect the young person with the will of God and to apply the ethics of God's love to their situation.
7. **Responding:** The way in which you respond further should always be in the best interest of the person you are counselling. Here are some ways you may choose to respond:
 - ◇ **Prayer:** Ask if you can pray for them and what they would most like you to pray for them. Pray that God will meet their needs and give them peace and courage to face their situation.
 - ◇ **Professional Counselling:** They may need the kind of help you are not qualified to give. If they are showing signs of severe distress or trauma, connect them immediately with a professional counsellor or community service. Make note of the contact information of available professional help in advance, including applicable government services.
 - ◇ **Medical Help:** If the person is injured or has been sexually assaulted help them get medical attention as soon as possible. Sexual assault victims must seek medical attention within 72 hours in order to collect evidence, determine pregnancy and to test for sexually transmitted infections. Tell them not to wash before visiting the hospital or clinic.
 - ◇ **Legal Authorities:** Engaging legal authorities is a serious decision. It should be made based on your specific community and any applicable laws regarding your responsibility to report a potential crime.

If connecting the person to counselling, medical or legal assistance, offer to accompany them.

GROUP FACILITATION METHODS

- Have group members read aloud.
- Use drama and role-play.
- Use diagrams, charts, graphs, posters, pictures (visual aids).
- Use an object to make a point i.e. show how the battery in a cell phone is like God's spirit in us: without it, there is no power.
- Use stories to demonstrate a point.
- Get the group to draw pictures showing a concept or story.
- Get the group involved; have them *do* something (stand, sit, clap, shout out, stamp feet) when they hear certain words in a passage or story (when they hear the word *wind* they make noise like the wind, when they hear the word *rain*, they make noise like rain).
- Write down real life situations on pieces of paper and have each group member pull them out of a hat. Have them say what they *would* or *should* do (Your friend picks up some fruit at the market without paying and says you should too – what would you do?).
- Use analogies (Life is like a painting that's not done yet).
- See through the eyes of each character in a story (In the story about the woman, if I were the woman, I would have felt ...).
- Finish the sentence (What I like about this story is ... ; What's hard to understand in this story is ... ; I can relate most to the character of xxxx in this story, etc.).
- Use words from current popular songs (How do they relate to a lesson topic? Does the song encourage right or wrong behaviour? etc.).
- For each lesson, ask what the good and bad outcomes would be if the main point of the lesson was or was not applied (For example for self-image: if they remember their value as a person, they won't have sex before marriage; if they forget their value, they might have sex – and discuss the impact of that).
- Do a word association activity (What comes to mind when you hear the word xxxx?).
- Have a *Letters to God* box to collect their prayer requests or questions.
- Have group members keep a journal or diary.

WRITING A LESSON PLAN

A lesson plan is a step-by-step guide that lists the group leader's plan for what the group will learn that day. It involves setting goals, deciding what methods you will use to teach the concept, thinking of activities, and making a note of what materials you will need.

Objectives and goals

Here you will write what you want your group to know or be able to accomplish after the lesson is completed.

Materials needed

Think about what materials you will need. (You will always need your Reach4Life book and training manual.) If you have other materials or props (pictures, newspaper, etc.), collect them and have them ready to take with you on the day of the group meeting.

Introduction

The purpose of the introduction is to:

- Say or do something that gets the group interested in what you have to say.
- Tell the group briefly what the lesson will be about.
- Talk about how this ties in with what you've talked about before.
- Find out what the group already knows about this subject (question and answer).
- Tell the group what you would like them to know after hearing this lesson.

Instruction

If your lesson plan were a hamburger, then the instruction section would be the meat. After stating your goals and giving the introduction, you're ready to do the lesson. Examples of methods of instruction are listed in the previous section and include discussion, group activities, role-playing, etc.

When deciding on your methods of instruction, consider the following questions:

- Group members have different ways of learning – by hearing, seeing, moving around, and feeling. How can I try to use as many of these ways as possible?
- What materials (books, things to show, props, etc.) can I use for this lesson?
- Are there any words (vocabulary) from the lesson that I need to explain?
- How can I get the group members to participate in discussions or activities? Try to think of fresh, new ways to get them involved. Don't just stand in front of the group and talk at them. Be excited, and the group will get excited, too!

Application

In the application section of your lesson plan, write how the group will show that they understand the lesson material or concepts you gave them during instruction. At the end of the lesson:

- Group members should be able to show you that they understood.
- You should observe how well the main point was understood to help you when teaching other lessons later.
- Correct any mistakes in their understanding that you pick up on.

Closing

Closing is the time when you pull together what they've learned, and help group members organise the information in a meaningful way in their minds:

- A quick summary of the main points is often helpful.
- You can also have a quick discussion about what exactly they learned and what it means to them now.
- Look for anything they might be confused about and explain it again if necessary.
- Repeat the most important point so that they'll remember it for later lessons.
- It is not enough to simply say, 'Are there any questions?' Ask questions and listen to see if they have understood the main point.

Assessment

At the end of the lesson, take some time to think about how it went. Did the group members seem to understand the material? Were they able to give you some examples of what you were trying to teach them? How can you do it better next time?

SAMPLE LESSON PLAN ON SELF-IMAGE: LIVE 7

Objectives and goals

Teach the young people that they have value and that God has a plan for them.

Materials needed

Reach4Life book, cup of water, empty Coke can (poke small holes in the bottom and drain ahead of class), pieces of paper to write names on, diagram of butterfly (or actual butterfly or caterpillar).

Introduction

Today we are going to talk about the way you see yourself. You'll see that you have value and that God has a plan for your life.

Look at this cold drink (Coke or something similar) and this cup of water. Which would you choose to drink?

The cold drink looks good on the outside but is empty on the inside. The cup of water doesn't look very exciting, but what is on the inside is full of something that gives us life – water! We cannot live without water! Sometimes we see ourselves and others in the wrong way.

Ask: What are some ways people might feel bad about themselves? Write the list on the board or have someone else write the list. Here are some examples:

- their bodies (tall, short, etc.)
- the clothes they wear
- where they live
- feeling like they're not smart (school is hard for them)
- feeling like there is nothing special about them

Instruction

What does the Bible say about how God sees us? Turn to the journey on *Self-Image: Live 7*, in your Reach4Life book and let's read it.

Next let's read Psalm 139:1–18. What do verses 1–6 say God knows about us? (When we sit, when we stand, our thoughts, where we go, our ways, our words.) God knows everything about us all the time.

What do verses 7–12 say about the places where he is with us? (In the heavens, in the depths, on the wings of the dawn, on the far side of the sea.) Is there anywhere that God is *not* with us?

What do verses 13–16 say God knew about us before we were born? (He made us; he saw us as we were developing; he knows all of the days of our life before we were born.) God knows who we are and what we are going to be.

What do verses 17–18 say about when he is with us? (Even when we are asleep.)

Sometimes people think of themselves based on what other people think of them. You must not let others determine your worth. This is a job for God and God alone. We can do some things to start seeing ourselves as God sees us:

- **Get to know God.** You may not be able to choose your situation, but you *can* choose to trust God and love him.
- **Believe that God has a plan for your life.** We read about that in Ephesians 1:3–6. He chose us to be his children.
- **Be willing to let God change you.** When an artist starts painting, often it looks like a lot of messy smudges of colour and brush strokes. But as he works, the smudges and strokes are filled in to become what the artist wanted to paint. Our lives may look like that sometimes. We have to trust that God will fill in the smudges of our lives with beautiful strokes of his brush. He will if we let him.

Butterflies are among the most beautiful and delicate creatures in God's creation. Did you know that all butterflies used to be caterpillars at first? It works like this: First the caterpillar spins itself into a cocoon of white-looking thread. Then while inside the cocoon the caterpillar changes itself into a beautiful butterfly. The way it does this is strange, but the caterpillar actually digests itself and becomes a gooey mess inside the cocoon! If you were to open the cocoon, caterpillar *soup* would ooze out – not a pretty sight. But while in its soupy state, special cells begin to grow and multiply, and it becomes a butterfly. The butterfly eats the cocoon from the inside out and emerges as the beautiful butterfly we see flying around in the air.

In the same way, God has put in us what he needs to make us – something very special and beautiful. Sometimes we may feel a little like that caterpillar mush or soup before we become what he wants us to be:

God gives us all different gifts and abilities. Use the gifts that God has given you! You can also work harder to get better at something, even if it's not easy for you. For example, you could study hard in school. In sports, you can practice more.

Help others become what God wants them to be. Smile at others; listen to others; encourage others; be willing to help when there's a problem; defend others.

Application

How can having a bad self-image affect the choices we might make regarding sexual behaviour? (If you feel bad about yourself, you don't value yourself and may let others take advantage of you.)

Describe someone who looked nice on the outside but wasn't a nice person on the inside (don't use names, and it can't be anybody in the group).

Write one thing you like about the person sitting to your right. When everyone is done, pass it to that person.

Closing

So, how can you respond to bad things people say about you or others?

Assessment

- Did the group members participate?
- Did they listen well?
- Did they answer the questions in a way that showed they understood the main point?
- Were they excited?
- What part of the lesson were they most interested in?
- Did they lose interest in any part?
- Did it seem like they didn't really understand any part of the story?

LESSON PLAN TEMPLATE

Date:

Age level:

Subject:

Objectives and goals:

Materials needed:

Introduction:

Instruction:

Application:

Closing:

Assessment and follow-up:

REPORTING AND **ACCOUNTABILITY**

A vital part of the Reach4Life programme is keeping a good record of what you have done. Reporting is essential for 4 reasons:

1. It provides a written record of the quantitative and qualitative impact of the programme.
2. It is a form of monitoring and evaluation, helping us see what we are doing well and how we can improve.
3. It assists with reporting to ministry investors what the spiritual return is on their investments.
4. We can share compelling stories that will attract new ministry investors and ensure the long-term sustainability of the programme.

The exact system of reporting and accountability will differ from one organisation to another, but it is vital that there is a system in place. Group leaders need to report their activities to designated coordinators; coordinators need to collate the information, and this needs to be fed back to Biblica at regular intervals.

Reporting should be both quantitative (numbers) and qualitative (stories). Quantitative reporting keeps track of things like how many young people are actively engaged in the programme, how many have given their lives to Christ, and how many have made commitments to purity. Qualitative reporting keeps track of how young people are responding to the programme, ideally in their own words.

Stories or testimonies can be done formally (ask group members to write down what Reach4Life has meant to them and what difference it has made in their lives), however, sometimes what is said without having been asked to share can be even more compelling. For example, a group member might say, 'I'm so happy I learned that God loves me. It helps me now that my sister is very sick. Now I know that I am not alone.' Write this down as soon as possible in a notebook so that you don't forget. Also record the name of the person who said it. Lastly, always ask permission to share people's testimonies and whether they are happy for you to include their name.

Photographic reporting is often even more powerful than just a written testimony. This is because us humans were visual creatures long before we invented symbolic, written language. A well-taken picture can communicate more than pages of descriptive writing.

TAKING GOOD **PHOTOGRAPHS**

1. **Look your subject in the eye:** Having the person's eyes looking toward the camera will allow others to feel more connected. *Hold the camera at the person's eye level.* For children, stoop down to their eye level. Your subject doesn't always have to look into the camera – just being at their level will make a better picture.
2. **Use a plain background:** A plain background makes the person you are photographing stand out. As you look at your subject on the viewfinder, think about the background. You don't want any poles or trees to look like they are growing out of their head.
3. **Move in close:** Take a step or two closer before taking the picture and zoom in on your subject. *Fill the picture area with the subject you are photographing.* But don't get too close or your pictures will be blurry.

4. **Move it from the middle:** Having a person stand in the middle is not always best. Sometimes you can make it more interesting by having the subject off-centre. Make sure your subject is in focus by first focusing on them and then (while still holding the shutter half-down to keep that focus) moving the camera to get your off-center composition.
5. **Shading:** You don't want a person half in the sun and half in the shade. *Make sure the entire body is either in the shade or the sun.*
6. **Fill the full frame:** If you are taking a picture of somebody, don't have half the picture showing sky above the subject's head. Try to have the head come close to the top of the picture, without chopping off any of the head. Also, try to avoid chopping off the feet, unless you are trying to take a close-up.
7. **Be a director:** Tell people where to stand or what to do to make a better or more interesting picture, or to tell the story you want the viewer to know. *Make them feel comfortable and have them smile!*

SCHOOL MINISTRY GUIDELINES

School staff are interested in providing learners with a quality education. The Reach4Life programme encourages learners to reach their fullest potential. This means the school and the programme are working toward the same goal. The Reach4Life programme also provides moral guidance which will have a positive effect on both the learners and the classroom.

For things to work smoothly in the classroom, meet with the teacher whose classroom you will be using. During the meeting:

- Be professional and courteous.
- Briefly explain the basics of the programme.
- Find out how much time you will have and stick to it.
- Ask how many learners are in the class.
- Don't ask the teacher for supplies; bring your own pencils, etc.
- Learn what the classroom rules and methods of discipline are.
- Find out if the school has any special policies and procedures you should be aware of.
- Are there any safety procedures (fire drills, school lockdowns, other emergencies)?
- Is there a dress code for the teachers?
- If someone comes and asks the learner to go with them, how should you respond?
- If possible, ask to be introduced to teachers in classrooms nearby.
- Find out where the restrooms are. Tour the building to become familiar with the layout.
- Ask the teacher if he or she has any preference as to whether the learners call you by your first name or your surname.
- Ask where you should store your personal items (coat, purse, bag).
- Thank the teacher for letting you come into their classroom and let them know you are looking forward to working in their classroom.

Establishing authority in the classroom

Establishing yourself as an authority figure may seem uncomfortable, especially if it's the first time you have taken on such a role. To gain the respect of the learners, you must look and act the part of a confident, capable leader. This means:

- **Standing:** You will spend the majority of your days on your feet. This gives you a height advantage over most learners and establishes you as an authority right away.
- **Dressing appropriately:** Look at what you wear on the job as your work clothes. If you are wearing something sloppy or inappropriate you will lose the respect of the learners, your co-workers, and supervisors and parents.

- **Smiling confidently:** Even if you aren't in a great mood or feeling confident you need to project a positive attitude. This gives the learners confidence and will probably help to turn your mood around.
- **Speaking slowly and clearly:** Thinking before you speak is extremely important. Make sure that what comes out of your mouth is professional and it will gain you respect.

Dealing with confrontational learners

One difficult issue for teachers is dealing with confrontational learners. Here are some ideas and tips to help in this situation:

- **Do not lose your temper:** This can be harder than it sounds. However, you must remain calm. You have a classroom full of learners watching you. If you lose your temper and start shouting at a confrontational learner, you have given up your position of authority and lowered yourself to the learner's level. Instead, take a deep breath and remember that you are the authority figure in the situation.
- **Do not raise your voice:** Raising your voice will simply make things worse. Instead, it is better to talk quietly as the learner gets louder. This will help you keep control and appear less confrontational to the learner, thereby helping to calm the situation.
- **Do not get other learners involved:** It doesn't help to get other learners involved in the confrontation. For example, if the learner is making an accusation about something you did or did not say, do not turn to the rest of the class to ask them what you said. The confrontational learner might feel backed into a corner and become even more angry. A better response would be to say that you will be happy to speak with him about the situation after the class is over.

PRISON MINISTRY GUIDELINES

- Know your facility. Find out what the rules are and follow them. Rules will be different at different facilities. If there are any written instructions for volunteers, ask for a copy.
- Be sure you understand when you will be allowed to come in. Then be on time.
- Wait patiently to be processed. The officers are very busy, and you may be delayed. Allow time in your schedule for this. Be courteous and respectful of the facility staff.
- Bring current ID (no expired driver's licence).
- Do not ask for special privileges from the facility (for example, asking them to let you in even if you forgot your ID).
- Clothing should be neat and clean, but not flashy. Women should dress modestly.
- Don't chew gum or bring it with you. It can be used in harmful ways.
- Leave your cell phone, keys, small knives, etc., at home or someplace else.
- **Do not take anything into or out of the facility without the permission of the facility's programme administrator.** If you are given permission to hand something out (Bible verses, for example), find out if the inmates are allowed to keep it, or if you need to collect it from them before you leave.
- When moving around within the facility, stay to the side of the corridor and keep a safe distance while staff and inmates pass. Allow them to go through the door first. Don't walk ahead of the officer when being escorted; let them lead you.
- Find out if the facility requires two or more volunteers to go in at the same time, or if you're allowed to go in by yourself.
- Don't do any favours for inmates. Don't pass messages or take anything out of or into the facility on behalf of a family or friend. You may be smuggling in drugs or contraband without knowing it.

- If an officer does not stay with you, find out how to reach one quickly.
- Be aware of interactions between the inmates. Disagreements can quickly turn into fights. If you see that things are getting out of hand, ask an officer for help immediately. ***Do not try to break up a fight!***
- It is ***very important*** to be aware of manipulation. Always be professional – do not become *friends* with the inmates. Treat them with respect but keep a distance. Inmates who try to be extra friendly, or pay you compliments, may be trying to eventually get to the point where they feel they can ask you for favours.
- If you are asked for a favour, say: 'Our organisation doesn't allow us to do that, but I'll let the officer in charge know that you need something.'
- If you have a question about whether something is allowed, or if you need clarification on a policy, ask the officer in charge.
- If inmates share why they are there, that's fine, but never question them about it. Don't comment on what they have done.
- Don't say that you are with a specific church or denomination. Remind your group that you are not sharing your opinion, but what the Bible says.
- Do not give any of the inmates your personal information (phone number, address, etc.). If you are allowed to have contact with them after they are released, give them a neutral number (your church). Some inmates, once released, might become a threat. Make *outside* connections carefully, and preferably in a neutral location such as your church.