

This is the time of year that we as a ministry plan and look forward to a new year of ministry goals and events. *However*, just about all of our typical ministry events have been altered or canceled due to the COVID-19 restrictions. We are exploring and finding new ways to do ministry and connect with teens. New ways typically means more costs too. All the game supplies that we have invested in and acquired are mostly unusable under current restrictions. Even though the HF App is not full of this year's events, please know that we are still planning, but those details won't be released as far in advance as usual. We are needing to think in terms of month-to-month rather than an entire year at a time. This is also the time of year that students are preparing to return to school. *However*, school instruction is coming in all shapes, sizes and methods depending on the choices you and your school district are making. Many of the reopening plans schools are making are fluid and always subject to change.

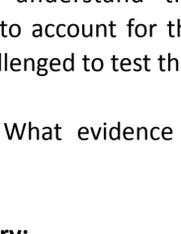
Is this the "new normal?" Most would say, "I hope not," but more and more it is becoming clear that we will not return to pre-COVID lifestyles any time soon, if ever. That may all sound discouraging, *however*, let's remember who is in control. God is sovereign and omniscient. That means that God's power is great than any pandemic and that he knew this was coming. Also remember that what we define as 'normal' is in itself relative. It is fluid with our ever-changing culture and world. So, let's take confidence in the one that never changes and is above all things!

It is also that time of year to order new **Quiet Time books**. Be sure your teen orders their new QT book on the HF App by 8/12.

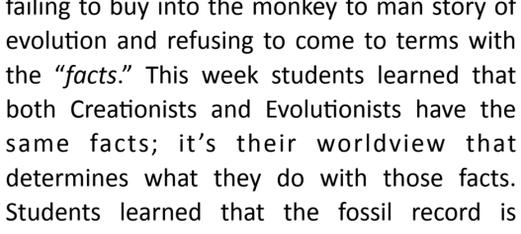
We ask you to pray for HF Youth Ministry and pray specially for these things:

1. That we are able to continue to impact our current teens and reach out to new teens with the Gospel.
2. That we find engaging ways to interact in the midst of restrictions.
3. That we have the finances to implement new interaction strategies.

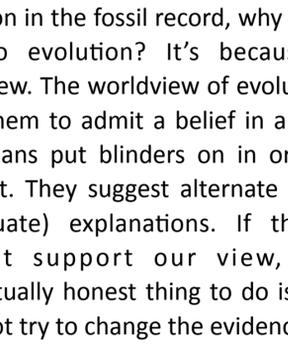
WEDNESDAY NIGHT Livestream



Turn the Binoculars Around
- What the evidence supports your view?
The Consequences of Belief
- What happens if you're right?



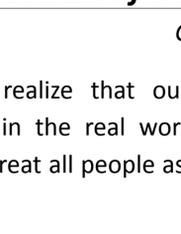
Heart-bound
- Heart-bound believers mirror Christ's heart.
The Superpower You Never Knew You Had
- Words have power!



Sunday School Video Chat
"Good News" - *What is the good news?*
"Follow Me" - *Becoming a Disciple of Jesus*
"Seeds & Soil" - *Cultivating a Teachable Heart Toward God*
"Faith" - *The Importance of Faith in the Life of a Christian*

THINGS TO COME

August:
> Friday, 8/7 - Digital Escape Room-7p-9p, >>Signup by Wednesday 8/5<<
> Saturday, 8/29 - Outdoor Worship Night (Rain date 8/28)



Lesson 3

Turn the Binoculars Around

John 3:19-21

Objective: Students will understand that Darwinian evolution fails to account for the fossil record and will be challenged to test the evidence.

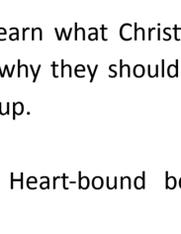
Key Thought: What evidence supports your view?

Lesson Summary: This lesson is the third in a four-part series called "What? A Conversation About Worldviews, Creation, Evolution, Darwin, Consequences, Facts, Faith, Science, Semantics, Finches, Fossils, Microscopes, and Mousetraps." Christians are often criticized for failing to buy into the monkey to man story of evolution and refusing to come to terms with the "facts." This week students learned that both Creationists and Evolutionists have the same facts; it's their worldview that determines what they do with those facts. Students learned that the fossil record is complicated and is not easily explained by any theory. However, the flood offers us a glimpse of why the fossil record is what it is. Evolution has never produced the missing links that should exist if Darwin's theory is true.

In the face of so much evidence against evolution in the fossil record, why do some still hold to evolution? It's because of their worldview. The worldview of evolution doesn't allow them to admit a belief in a Creator and so humans put blinders on in order to keep God out. They suggest alternate (and equally inadequate) explanations. If the evidence doesn't support our view, the most intellectually honest thing to do is change our view, not try to change the evidence.

Are there any areas in your life where you have put blinders on to God? Sometimes what we want to do affects what we believe. Have you shut God out of any area so that you can do what you want? Talk with your student about the interplay between our beliefs and behavior. How does what we believe affect how we behave? How does how we behave affect what we believe?

Help students think through the evidence for the Flood. Evidence is not everything, but it is an important factor in our faith. The truth has nothing to fear from the evidence.



The Consequences of Belief

Genesis 1:26-27

Objective: Students will realize that our beliefs have consequences in the real world and will be challenged to treat all people as image bearers of God.

Key Thought: What happens if you're right?

Lesson Summary: This lesson is the fourth in a four-part series called "What? A Conversation About Worldviews, Creation, Evolution, Darwin, Consequences, Facts, Faith, Science, Semantics, Finches, Fossils, Microscopes, and Mousetraps." In this lesson, students learn that worldviews affect behavior and have consequences in the real world. This lesson explores the consequences of believing the Christian worldview versus the worldview of Darwinian evolution.

First, students learn about the concept of the image of God, which is foundational to the Christian worldview. Being made in God's image means that:

1. We are made to be in relationship with God and others.
2. We can reason and be creative.
3. We are responsible beings given the care of creation.

We then ask the students to answer three questions if the image of God is a truth: "What is true?" "What is valuable or important?" "How then should you behave?"

Students discover that if we were made in God's image then we were purposefully designed. As a result, all people have inherent dignity, value, and worth. Therefore, we ought to love others and treat them with respect (this does not mean we have to agree with them). On the other hand, if evolution is true, we are an accident. God does not exist, and our personal fulfillment is the most important thing in the universe. As a result, we will naturally do whatever it takes to get ahead, even if it is at the expense of others. Of course, believing evolution does not automatically mean you believe those things, but you have to steal from the Christian worldview if you want to believe that humans are inherently valuable.

Have you taken time to consider the logical outcomes of your beliefs? What happens if your beliefs are true? What is valuable or important? How should you behave as a result?

If the Bible is true, all people deserve to be treated as image bearers of God. Who is it in your life that needs your forgiveness because you have mistreated them? Make a commitment with your student to make restitution with anyone you have mistreated. Maybe you need to make something right with your student specifically.

Lesson 1

Heart-bound

John 13:34-35

Objective: Students will learn what Christian community looks like and why they should be engaged in their youth group.

Key Thought: Heart-bound believers mirror Christ's heart.

Lesson Summary: This lesson was the first of a four-part series called "Play Nice: How You Can Help Create a Healthy Culture in Your Student Ministry." In this lesson, your teen learned that Jesus intended for His followers to be known to the world, above all else, by the way they love one another. In fact, this was the "new commandment" He gave them at the Last Supper. This was always intended to be the "calling card" of the church.

The believers of the early church were heart-bound with one another because they shared a common purpose. They lived and pursued that common purpose together.

Your teen was reminded that the church exists to enable this kind of community and testimony. He/she was asked to consider if his/her "calling card" (loving others) is visible to others and to consider if he/she is taking advantage of the opportunities the church affords to love and serve as a family of believers. Your teen was also given a specific challenge to connect with at least one individual in the student ministry who they don't know well and learn enough about them that they could pray for them. If they know everyone in the group, they were challenged to find someone in the church to whom they can demonstrate the love of Christ.

You can support your teen by encouraging and enabling them to engage in activities with their church peers and seek to connect with as many as they can. Perhaps the greatest support is to model this type of love in ways they can plainly see. Will you be that model for your teen?

Lesson 2

The Superpower You Never Knew You Had

Ephesians 4:29

Objective: Students will learn about the power of words and how to develop a biblical perspective on the use of words.

Key Thought: Words have power!

Lesson Summary: This lesson was the second of a four-part series called "Play Nice: How You Can Help Create a Healthy Culture in Your Student Ministry." In this lesson, students were reminded that words have power. The Bible tells us that kind words can bring healing, life, health, and peace while harsh words essentially bring the opposite - pain, injury, death, and a crushed spirit. Our words are a "superpower" of sorts and we need to decide if we will use it to play the villain or the hero. Villains spew corrupt words, idle words, and gossip without concern for those they may affect. Heroes guard their words and speak the truth in love because they want to minister grace to those who hear. God gives us daily opportunities to be the hero. Your teen was challenged to begin viewing words as God views them, as an opportunity to minister grace to those who hear (read) them. They were specifically challenged to begin asking a question before communicating. The question is this: "Will what I am about to say (type) minister grace?" You can support your child by discussing the topic and maybe accepting a similar challenge yourself. Lead by example and be quick to acknowledge when they succeed in playing the hero (even in the little things).