



HDC STUDENTS

ADULT VOLUNTEER HANDBOOK



high desert church

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SECTION 1
INTRODUCTION

INTRODUCTION





Dear Potential Student Ministry Volunteer,

We are thrilled about your interest in serving in our student ministry!

At High Desert Church we believe the Bible teaches that every believer has something to offer and every member should have an area of service. Not only that, but we believe God has uniquely given us abilities and desires to serve in a particular area of ministry. We are excited you are considering making an investment in the lives of our students.

God has entrusted us with students that we minister to on a weekly basis and we believe that healthy relationships with adult volunteers foster and encourage healthy spiritual growth. We are looking for adult volunteers who have a strong commitment to Christ and a strong desire to care for students.

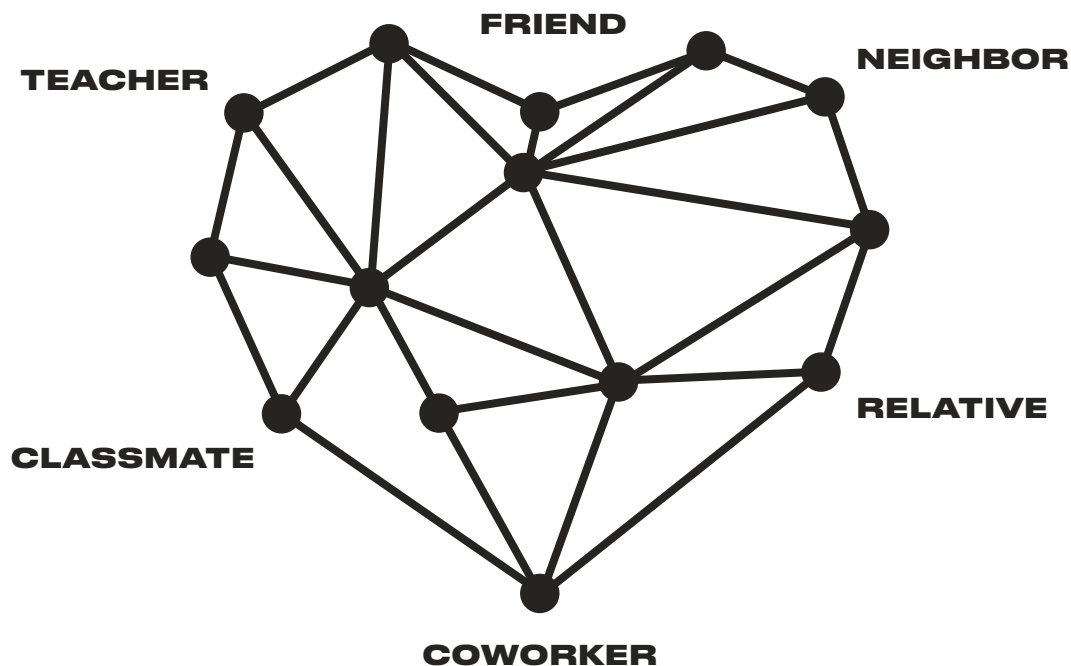
The quality of adult volunteers is extremely important to us. Because we place great value on this ministry, we also place great value on the health of our workers. Since we emphasize a high commitment and care for our students, we encourage you to prayerfully look over this adult volunteer handbook to understand the expectations of an adult leader in our Student Ministry.

Student ministry is a great place to make an eternal investment in the lives of teenagers. We are thankful you are considering serving here and look forward to talking with you soon about your hopes and desires for ministry. If you have any questions, feel free to call the office at (760) 245-2415.

Reaching this generation,

Jody Livingston
Student Pastor

A handwritten signature in black ink, appearing to read "Jody Livingston", with a large, stylized flourish at the end.



OIKOS

N, EXTENDED HOUSEHOLD (Gr.)

1. The most common and natural environment for evangelism to occur.
2. A group of 8-15 people with whom you share life most closely; your sphere of greatest influence.
3. The people for whom God wants to prepare you to become an ideal instrument of His grace.
4. A microcosm of the world at large, for whom God sent His son - that all who place their faith in Christ would be delivered from the bondage of sin and enjoy life to the fullest.

SECTION 2

**ADULT
LEADER
ESSENTIAL
INFO AND
EXPECT-
ATIONS**

ADULT
LEADER
ESSENTIAL
INFO AND
EXPECT-
ATIONS



HOW DO I GET INVOLVED?

5 Step Plug-In Process: Student Ministry Leader Process

Our goal is to make the process of onboarding as an adult leader in our Student Ministry as easy as possible. Our path to leading in the student ministry is as follows.

#1 Contact

While the initial step can vary, generally the first step to getting involved is to contact the office or someone in the Student Ministry Department and let them know you are interested in serving.

#2 Interview & Observe

Sit in on normal weekly student ministry programming to observe and have an interview to determine the best fit and gauge interest level.

#3 Information

Complete and submit a student ministry volunteer application and background check.

#4 Train & Shadow

While training is ongoing for adult leaders in the student ministry, there are some initial things we want everyone to be trained on. This step also involves shadowing a current adult volunteer to watch and learn.

#5 First Serve

GoTime! After the previous four steps have been completed and a background check has been passed you will be knighted and officially begin serving in the student ministry.

VOLUNTEER ROLES AND JOB DESCRIPTIONS

New Student Welcome Team

This team is stationed at our New Student Tent in the front of campus and will be the first people new students and families come into contact with. They will greet, welcome, and register new students and families.

Greeting/Crowd Control

This team is stationed at various places on campus and will greet and help direct all students who attend the program. During the program they will sit with students who seem to be alone and help monitor the students as a whole.

Game Room/Court Yard

This team is stationed at various places on campus and will greet and help direct all students who attend the program. During the program they will sit with students who seem to be alone and help monitor the students as a whole.

Security

This team is stationed at various places on campus and will monitor the perimeter and all venues before, during, and after the program to make sure students are where they are supposed to be.

Small Group Leader

Small group leaders will lead a group of 8-15 students in pairs. They will facilitate the Bible study and discussion as well as helping the students engage with their oikos. They will maintain relationships with the students in their group outside of small group time by attending the student worship service with their students, calling, sending letters, attending games/events they are involved in, etc.

VOLUNTEER EXPECTATIONS

The following are the expectations we have for anyone who works with our students:

- Live for Christ on a daily basis and serve as a role model to students and others
- Be above reproach in actions, speech and attitude
- Maintain a consistent and vibrant growing relationship with Christ
- Commit yourself to daily scripture reading and prayer
- Commit yourself to engage in the five steps (list, pray, invest, invite, prepare) with your Oikos
- Regularly attend HDC Weekend Services
- Regularly attend and participate in an HDC Adult Small group
- Out of high school for at least one school year
- Support the staff and leadership of HDC as they follow the leading of the Lord

Continue reading to learn about how these expectations flow into your specific area of service.

New Student Welcome Team

- Attend a quick meeting from 6:15–6:30 PM to talk through the night
- Serve from 6:15–8:45 PM at least twice a month, as your schedule allows
- Communicate with the team

Greeting/Crowd Control

- Attend a quick meeting at 6:50 PM to talk through the night
- Serve from 6:50–8:30 PM at least twice a month, as your schedule allows
- Communicate with the team.

Game Room/Court Yard

- Attend a quick meeting at 6:50 PM to talk through the night
- Serve from 6:50–8:30 PM at least twice a month, as your schedule allows
- Communicate with the team

Check-In

- Attend a quick meeting at 6:50 PM to talk through the night
- Serve from 6:50–8:30 PM at least twice a month, as your schedule allows
- Communicate with the team

Security

- Attend a quick meeting from 6:15–6:30 PM to talk through the night
- Serve from 6:15–9:00 PM at least twice a month, as your schedule allows
- Communicate with the team

Small Group Leader

- Commit to serving at least 2 years, with a 2 year rotation
- Commit to consistently attend, missing no more than 2 times a semester
- Commit to attending a standing meeting from 6:15–6:30 PM
- Commit to attending the student worship service with your students after small groups.

STUDENT MIN. PROGRAMMING OVERVIEW

Midweek

The bulk of our programming for students at the Victorville and Hesperia campuses happens on Wednesday nights. Our student ministry worship services happen on Wednesdays year round with our small groups meeting during the school year on Wednesdays before worship begins.

A typical Wednesday evening will look like this:

- 6:15-6:30 Leader Meeting
- 6:30-7:15 Small Groups
- 7:15-7:45 Hangout Time
- 7:45-8:15 Worship
- 8:15-8:45 Teaching

Apple Valley and Phelan small groups meet in host homes on Wednesdays from 7 to 8:30pm.

Weekends

Since our large group programming will occur on Wednesday evenings at the Victorville and Hesperia campuses, weekends will be leveraged for parent seminars, leader training opportunities, and special student events.

Apple Valley and Phelan hold student service on Sundays during the 11am main church service.

Recurring Events

Throughout the course of the year, there are several recurring events that take place. These include our Small Group kickoff, our end of year celebration, Summer Camp, Elevate Weekend, our Jr. High missions event, and our High School Mission Trip.

Other

We also have other activities and events throughout the year and through the summer ranging from beach days, frisbee tournaments, movie nights, etc.



SECTION 3
**TOOLS,
TIPS, AND
HELPFUL
INFO**

TOOLS,
TIPS, AND
HELPFUL
INFO





SMALL GROUP SKILLS

Godliness is more important than skills; however, being skilled is not unimportant. Here are some guidelines to help you be a better small group leader.

Do not be afraid of silence.

Let the students sit for a moment and think.

Value student input.

Do whatever it takes to affirm the comments of the students' input, but do not be fake or sound fake. Be delicate with answers which are clearly wrong (You probably don't want to put a big red "idiot" stamp on their forehead).

Don't feel like you have to finish, complete, or correct a student's answer.

Don't feel like you have to know all the answers.

We are human, and it is good for your students to see that you are limited. You are, but most of them don't think so.

Don't read questions off of the leader's guide.

Understand the questions and be prepared to ask them in your own terms. Feel free to generate your own questions during your preparation and even "on the spot."

Try not to talk more than the students.

Ask questions to generate discussion, and ask students to explain their answers and go into more depth.

Ask students if they have questions.

This will give you a good feel for the group dynamic.

Echo input.

If a student's answer or input is long-winded or unclear, repeat it back for clarity. This proves you are listening to him or her and it keeps the attention of the rest of the group.

Don't move to a new question too quickly.

After a student answers a question, ask something like, "Would anyone like to add to that?"

Keep the group focused on purpose.

Don't leave the topics and passages of the night's lesson unless something "big time" comes up (like a family crisis). Be sensitive to the Spirit.

Communicate and maintain confidentiality.

This allows students to open up; however, don't keep potentially dangerous information to yourself.

Don't feel you have to complete the list of questions.

The list of questions serves as a guide for your discussion. The point isn't for every group to make it through every question, but rather have a good and relevant discussion around the topic being taught.

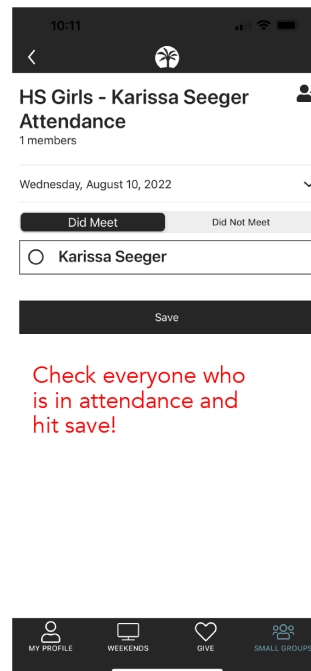
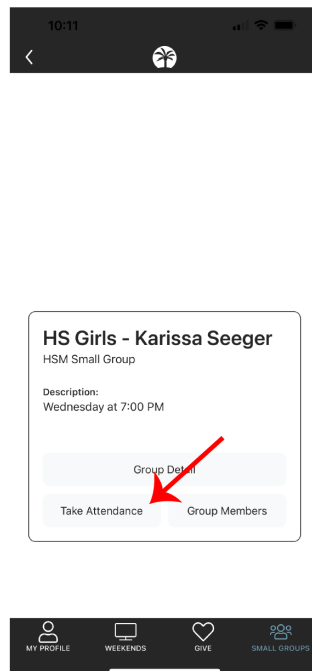
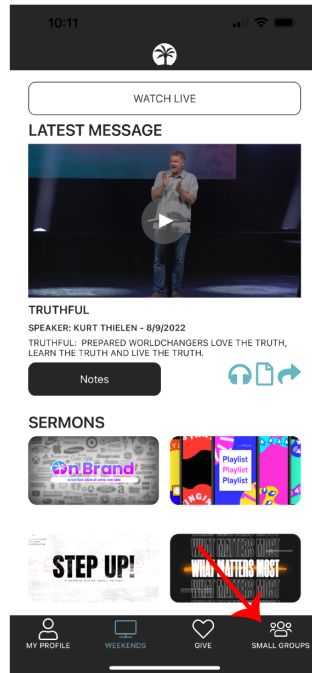
Don't be discouraged...

if you don't have many students in your small group.

Don't be discouraged...

if you have a "bad day." There's not a single small group leader in the world who hasn't had bad days.

TAKING ATTENDANCE USING THE APP



WORKING WITH DIFFERENT PERSONALITIES

It is easy to get frustrated with your students and their personalities. However, be sure to **focus on their positives.**

The Distractor/Multitasker

"Joey is the sort of person that wants to know 'Who's coming?' Joey is easily distracted partly because he doesn't get it yet. When he does, he'll bring his friends."

Helpful tips:

- Ask them to help.
- Meet with them outside of small groups.
- Give them a "mission" for the meeting time.

The Crisis Producer/Problem Solver

"Lucille is a drama queen. Somehow that's worked for her so far. She'll settle down as she matures as a person, or when the drama thing stops working for her. Whichever comes first."

Helpful tips:

- Let them know they will have a chance to talk before or after the group.
- Help them to see past the crisis to a solution.
- Only respond with words, not emotion.

The Debater/Smart Kid

"Franky is smart and curious and independent. He'll take the other side of the argument just to see what happens. At the end of the day, Franky has a lot to offer."

Helpful tips:

- Create ground rules.
- Tell them it is okay to disagree, but not to attack.
- Direct-don't stifle-their participation.

The Talker/Mover and Shaker

"Mary thinks with her mouth. She is a bit self-absorbed, but not really selfish. As she matures, I think her unfiltered self-expression will turn to openness. Probably after she leaves the group."

Helpful tips:

- Position them next to you.
- Consider letting them lead the small group now and then.
- Get some alone time with them, listen to them.

The Thinker/Observer

"Forrest thinks before he speaks. And sometimes, he just thinks. When you address Forrest directly, you may have to wait while he formulates his thoughts. Be patient."

Helpful tips:

- Position them across from you.
- Spend one-on-one time with them.
- Don't try to fix the silence.

The Church Kid/Blessed Generation

"Mark is super religious, and that's a mixed bag. On one hand, he really loves God and cares about what's in the bible. On the other hand, Mark can be self-righteous and judgmental. Learning to embrace one and resist the other will make you a better leader and help Mark become a better person."

Helpful tips:

- Avoid asking questions that invite a 'right' answer.
- In your one-on-one time with them, cultivate a passion for reaching the lost.

SMALL GROUP DISCIPLINE

Our role as adult youth leaders is to help our students look more like Jesus. Discipline issues, at first glance, appear to be a disruption of that goal. It is our hope, however, that as a team we will begin to see these moments as opportunities for transformation. Here are some quick tips to guide us in that process.

The DOs:

1. Assess the Risk

- Does this need to be dealt with now or can it wait?
- How will this student respond to discipline?
- Remember, heart change/behavior change

2. Difuse the Situation

- Get down on their level
- Ask questions and seek understanding
- Remove the student ("Let's take a walk...")

2. Determine the Next Steps

- The end goal is always to build up students in order for them to fully participate. Always aim for this.
- What we say can never be more important than what they say
- Help the student to determine their own next steps

Now, let's talk about some "Don'ts"

SMALL GROUP DISCIPLINE

The DON'Ts:

1. Yell at students or embarrass them in front of the group

Instead,

- Handle discipline one-on-one (when possible)
- Keep a calm steady voice

2. Assume you know what's going on

Instead,

- Ask lots of questions
- Work to find the heart of the issue

3. Think you are in this alone

Instead,

- Ask the staff team for help
- Include another leader in the conversation

CHARACTERISTICS OF ADOLESCENCE

Ages 11-13

Physical

- Changes are rapid and dramatic
- Awkward; hands and feet are large
- Superhuman appetites
- Stamina is lacking; tired; short attention span
- Show signs of sexual maturation
- Girls are usually more physically mature

Emotional

- Self-conscious and egocentric
- Dependent on parents, but desire independence
- Fluctuate between friendly and moody
- Express a positive sense of humor
- Begin to develop personal identity
- Begin to develop personal values

Spiritual

- Begins to develop personal values
- Responds to the needs of others
- More aware of social issues
- Develops a more sensitive view of right and wrong
- More able to make a genuine commitment
- Usually mirrors parents' spiritual views

Social

- Develop crushes and identify heroes
- Attach to a few close same-sex friends
- Begin to be interested in the opposite sex
- Want to fit in with the crowd
- Experiment with appropriate behavior; test limits
- Can be overcritical and have unrealistic expectations
- Able to respond to the needs of others
- More aware of social issues
- Develop a more sensitive view of right and wrong
- More able to make a genuine commitment

Intellectual

- Wants to see proof
- Enjoy problem-solving by looking at alternatives
- Can make decisions based on personal values
- Make idealistic decisions; overly optimistic expectations
- Begin to think abstractly

Ages 14-15

Physical

- Physical changes have slowed for girls' boys may still be changing rapidly
- Advanced development of secondary sexual characteristics
- Develops intense sex drive (particularly males)
- Active and energetic
- Tends to experiment with alcohol and drugs

Emotional

- Ability to form personal relationships increases
- Less egocentric: learns how to give of themselves and receive from others
- Often enjoys arguments
- Feels the intense need to separate from parents
- Self-assurance can mask deep-felt insecurities and self-doubts
- Seeks recognition for being good in some activity

Spiritual

- Searches for what the Bible says about what is or isn't OK
- May experience guilt about relationships with or thoughts about the opposite sex
- May experience frustration with a desire to stop some behavior and the apparent inability to do so (like pornography or masturbation)
- Often prays for forgiveness

Social

- Focus moves from same-sex friendships to opposite-sex; dates in groups
- Stays with an established circle of friends
- May join a group with social beliefs or values that differ from parents
- Sometimes rebels against persons in authority
- May become very protective of personal possessions

Intellectual

- Becomes capable of more complex and abstract thoughts
- Can ask deep questions
- Often questions theological arguments
- More analytical and crucial about belief systems

Ages 16-18

Physical

- Physique is almost fully developed
- Boys have caught up with girls developmentally
- The majority have reached adult height
- Expresses a strong interest in personal health
- May fall victim to eating disorders
- Some are sexually experienced

Emotional

- Feels confidence and security with own identity
- Sometimes sentimental
- Can put others' needs ahead of their own
- Recognizes the need to take more personal responsibility
- Usually friendly toward family

Spiritual

- Shows the ability to demonstrate a strong commitment to a relationship with Christ
- Moral and spiritual values are tested and challenged
- Understands and cares about how others feel and think
- Becomes interested in life after death
- Asks questions and expresses doubts about their spiritual life (assurance of salvation)
- Increasingly able to apply spiritual principles to life
- Able to grasp deeper spiritual concepts

Social

- Desires meaningful relationships with others, including the opposite sex
- Dating is frequent
- Personal relationships show increasing commitment; may date one partner exclusively
- Some are sexually active
- Driver's license and graduation will be rites of passage
- Most work part-time resulting in discretionary income

Intellectual

- Becomes increasingly involved with future
- Begins to focus on career choices
- Recognizes that current decisions influence future
- Develops the ability to consider many options at once; can process possibilities
- Makes better and more mature decisions
- Might be able to resolve conflicts with judgment

CHARACTERISTICS OF GEN Z

Observations about our teens:

1. They have no recollection of a time when our country was not at war.
2. They have instantaneous access to almost any information they want.
3. They consider '80s music "oldies music".
4. They do not understand why anyone would want to hangout at the mall.
5. They cannot fathom a time where immediate access through face-to-face video interaction or texting was not possible.
6. They will never have to listen through a cassette tape to get to the song they want to hear.
7. They have never known a time when same-sex marriage was not an option.
8. The First Gulf War is ancient history to them.
9. They think that Vans and Chuck Taylors are a new trend.
10. They have never heard the words "awesome", "gnarly", or "tubular".

- Engaging Gen Z, Dr. Tim McKnight

Our Teenagers are a part of Generation Z: Born 1999-2015:

1. They are wired in.
2. They are post-Christian.
3. They struggle with their mental and emotional health.
4. They struggle with the issue of identity.
5. They are diverse.
6. They are growing up "too slow" and "too fast".
7. Parents of generation Z are both over-engaged and under-engaged in their parenting.
8. Gen Z is a generation of entrepreneurs.
9. They are the largest generation in the nation's history.
10. They are students.

- Engaging Gen Z, Dr. Tim McKnight

Share:

What are some key differences you see in this generation from yours?

10 TIPS FOR NEW SMALL-GROUP LEADERS

1. Study Your Bible

Open your curriculum, look at the Scripture reference, and then put your curriculum down. Allow God to speak to you and teach you what He wants you to glean from the Scriptures. You need to remember that making God's Word central in your Small Group is up to you, not the writer of the curriculum or questions! Study early in the week to allow the lesson to become part of you.

Teens today need the unchanging Scriptures to help them through the ever-changing circumstances of their lives.

Read, read and re-read Scripture passages from the Bible. Different translations can be helpful, and your experiences give your viewpoint clarity. Think through the story... Characters, feeling, attitudes, behaviors, setting, location, number of people involved, surroundings, etc.

It is possible for a teen to absorb a great deal of information about the Bible without learning who God is and choosing to walk in His steps. Teens need to know not just what God says in His Word, they need to know God Himself—an action plan to accomplish this objective.

As you approach the study each week, ask:

- How can I approach this Bible story so that my teens will learn who God is?
- In this story, what's the evidence that God was here?
- How did God make a difference to the people in this story?
- How does God want to make a difference in our lives today?
- How does this passage encourage my teens to reach their Oikos?

2. Pray

- Pray for every student by name.
- Pray for the small group leaders and the staff that serve with you in this ministry.
- Pray for yourself

3. Personally Greet Each Student Upon Arrival

We have a threefold practice every Wednesday night. We challenge you to:

- Speak: an upbeat, fun, encouraging word to every student that comes to the small group
- Smile: A smile breaks down many barriers!
- Touch: A pat on the back, a high five, fist bump, handshake...secret handshake (you can make this creative.)

This makes the best start to a great small group!

4. Follow Up After Wednesday

- Nothing will encourage a student to be more involved than a "thanks for coming!"
- Call, email, or send a note that week and it will make a difference.

5. Inreach

Contact students when they miss. Students love knowing someone cares. Send birthday cards to students that have upcoming birthdays, and encouragement cards to those in your group that you know are struggling or in a stressful season.

The BEST inreach we've found is being intentional to spend time as a small group outside of Wednesday nights. These could be anything from roller skating, bowling, movies, attending a weekend service together, or simply grabbing In-N-Out together after small group. Be creative and know that spending time together with your small group pays tremendous dividends.

6. Be Creative

Be creative in how you present truth!

Creativity will help students remember the point you are trying to make. It has been said that students will forget 95% of what is said by the next week. But if we are creative, then there will be sticking points. Every student learns in different ways. Thinking of creative ways to illustrate truths will go a long way in making sure your small group remembers what you're sharing.

7. Learn It, Do It, Talk About It

New Christians need more than information. They need understanding and experience. We hope that students in your small group will learn some great facts about their relationship with Jesus, but will also experience that relationship as well. They need to experience how this relationship works beyond just head knowledge.

Give them practical ways to apply and “do” what they’ve learned. Have them come back the next week and then talk about what they did and what that was like.

8. Give Personal Illustrations or Illustrations From Others

Nothing explains a concept or idea better than a real-life experience or story. Besides that, students are drawn to stories. Watch their reaction when you are teaching a truth and then when you are telling a story that illustrates that truth. When you are giving an illustration, they will relax, their posture is different and they will tilt their head and listen.

Always reinforce a major idea with an illustration.

We’ve found that the best place for an illustration is your own life. You don’t have to be the hero of every story but use your own life often. It allows the students to see that the one who is leading is someone who has experienced what it is you’re trying to show or teach.

9. Be Yourself

Anything less and the students will see it!

10. Invest Time In Their Lives

What you do outside of the teaching and small group time will earn you the right to be heard when it comes time to lead. Contact your students when you’re not in small group or at church. Let them know that you care about their spiritual growth and maturity.

Time is a precious commodity, but we promise you that if you will spend a few minutes each week making an effort to check on your students it will pay off in huge ways.

THE TRUTH ABOUT LEADERS

**“Leadership is action, not position.”
-D.H. McGannon**

What are students saying about their small group leaders? A survey of 3,500 students asked what they wanted out of their Small Group Leader, and here are the qualities in priority order:

- #1. Students want a dedicated leader
- #2. Students want a concerned leader
- #3. Students want an open-minded leader
- #4. Students want an understanding leader
- #5. Students want an enthusiastic leader
- #6. Students want a friendly leader
- #15. Students want an intelligent leader
- #21. Students want a spiritual leader
- #23. Students want a knowledgeable leader
- #30. Students want a teacher

What the Survey Uncovered about Youth Leaders:

- #1. They are late to small group
- #2. Absent 10 times a year
- #3. Don't care about becoming better
- #4. Don't know how kids spend their time
- #5. Don't know how to lead youth to The Lord
- #6. Don't spend time with individuals
- #7. Prepare last minute
- #8. Prepare quickly

YET

- #9. Considers oneself a success

**“Everything rises and falls on leadership.”
-John Maxwell**

Leaders set the standard. Leaders set the atmosphere. Like nowhere else, youth ministry leadership shoulders the weight of next-generation revolution or next-generation catastrophe. The students that God entrusts to you in your small group will never grow beyond your own maturity in and pursuit of Christ.

THE LEADER'S COMMITMENT

A Small Group Leader must commit time

There is no currency that speaks more powerfully in the life of a teen than time.

A Small Group Leader must commit to inreach

Your students will follow directly in relation to how they feel they are valued and cared for.

A Small Group Leader must commit to personal growth

You cannot expect your students to experience personal growth if you are not growing yourself.

A Small Group Leader must commit to reaching their Oikos

If you are not being personally faithful with those God has put in your Oikos, your students won't either.

A Small Group Leader must commit to being prepared

You cannot lead your group well if you are not prepared well to lead.

A Small Group Leader must commit to supporting the Student Ministry Staff

"If everyone is moving forward together, then success takes care of itself." -Henry Ford

A Small Group Leader must commit to the Student Ministry Leader Covenant

Everyone wins when we raise the bar.

BUILDING RELATIONSHIPS WITH HURTING TEENS

“When we understand our desires and realize that they are the same for everyone, we can live in deeper and more meaningful community. Understanding our desire also helps us discover our true need for God. He is the only One who can truly satisfy our desires at the deepest level of our soul.”

-Mark and Debra Laaser

Seven Desires

1. To be heard and understood

Psalm 77:1- I cried out to God for help; I cried out to God to hear me.

2. To Be Affirmed

A lack of affirmation can lead to guilt, self-doubt, and anxiety.

Clues that someone is concerned about affirmation are lying and perfectionism.

3. To Be Blessed

While affirmations are about what we do, blessings are about who we are. When one does not receive blessings they can feel shame about who they are. Guilt is awareness that I made a mistake. Shame is feeling that I am a mistake.

Psalm 139:14 - I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

4. To Be Safe

God put the deep desire to be safe in our heart because He is trying to teach us to rely on Him to keep us safe.

Psalm 55:22 - Cast your cares on the Lord and he will sustain you; he will never let the righteous be shaken.



5. To Be Touched

Healthy touch releases oxytocin (plus other chemicals) in the brain, this chemical gives the sense of well-being that is essential for us to grow and prosper.

6. To Be Chosen

When you are not chosen you create distorted beliefs about yourself that are not consistent with whom God has created you to be.

7. To Be Included

The desire to be included begins with the desire in our soul to belong to a family.



FORMS OF ANGER

Aggressive - This individual acts out or is troublesome

Sarcasm - This individual uses sarcasm to hide their feelings, avoid confrontations with people or situations

Criticism - This individual uses verbal attacks to put others down and complain

Focused - This individual is fed up with how things are going and needs to make a positive change

Self-Inflicted - This individual will punish themselves for something they've done wrong (starvation, cutting and overeating)

Unexpected - This individual's anger can come out of nowhere; it can explode or go unnoticed and can be expressed verbally or physically. The anger comes and goes.

Chronic - This individual is ALWAYS angry

Judgmental - This individual will make others feel bad about themselves or abilities

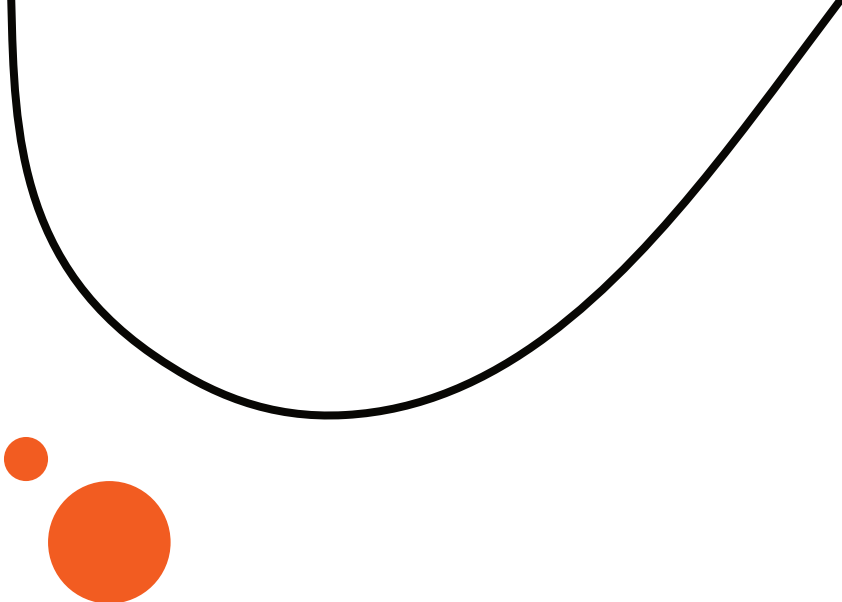
Loud - This individual flies off the handle, shouts, and everyone knows they are angry

Jealous - This individual feels others have or want to take what's rightfully theirs or they will act out because they feel intimidated by others

Controlling - This individual will use anger to gain power or will be angry when something does not turn out the way they wanted or someone does not see eye to eye with them

BASICS FOR RELATIONAL MINISTRY

- 1. Know their name.** - How many times have you said, "Heeyyy... Buckaroo!"
- 2. Listen to both words and body language.** - What they aren't saying may be as important as what they have said.
- 3. Ask questions** - A great question to ask is, "How's everything." Avoid yes/no questions.
- 4. Know when to dig deep.** - Look for context clues. When they say, "I'm fine," but the look on their face says, "Eat dirt," then dig deep.
- 5. Get their schedules.** - Kids are busy and they love our presence at what's important, even if it's only one time.
- 6. Occasionally surprise them.** - An unexpected note, phone call, or message speaks volumes.
- 7. Acknowledge the important times.** - Everybody has a birthday. Death of a parent, the front page of the paper, band concert, etc.
- 8. Invite them into your life.** - Utilize your existing time to build relationships with your students. Yard work? Invite them to help.
- 9. Involve the parents.** - Parents will confide if they know you care.
- 10. Be yourself.**



**WE
APPRECIATE
YOU
SOOOOO
MUCH**



GENDER AND SEXUALITY HELPS

This is becoming a common conversation among our culture and our groups. We want to give you some general tools for dealing with this topic when it comes up and some specific tools for gender and sexuality specifically. You are beginning a dialogue with students, don't feel like you have to have all the answers.

- First, always acknowledge that the student has trusted you with something personal by saying something like, "Thank you for trusting me, let's talk about that."
- Second, ask follow-up questions in your conversation. It is important that your questions use the student's words so that the student knows you are listening to them.
- Third, follow up with us. The first conversation is always a surprise, and can sometimes catch us off guard. That's why we want you to find one of our student staff members so we can guide you and the student through further conversations. These topics are never a one-and-done.

Gender & Sexuality

Gender is an identity-based topic, and struggles around gender are at their core a struggle with the big question of "who am I?" All teens of all generations have struggled with identity, but that struggle has become much more complex in recent years. Gender-based topics include things like, gender, name changing, and pronoun preference.

Conversations around sexuality involve students expressing the fact that they feel attracted to the same-sex or multiple-sexes. Most students who are struggling in this area have been hurt in some way, so treat these conversations delicately.

So where do we start when students are struggling with these topics:

- If the topic comes up in group ask the student if you can talk with them about that after group. These conversations are much easier one-on-one, especially because this is a hot topic in our culture today.

- **Gender-Specific:** Start the conversation by acknowledging that the student has trusted you with something personal. Then use the student's words in question form. For example, "So, you said in group that you don't feel like a girl?" or "Your name is ____, but you want to be called _____. Can I ask why?" The key to starting the conversation is just to get the student to open up. Separate personality from identity. We all have preferences (likes/dislikes), characteristics, talents, fears, and struggles. For example, your student needs to know that wanting short hair doesn't make them a boy, that's just a preference, many women like short hair, or not being athletic doesn't make them a girl, and plenty of boys don't like sports.
- **Sexuality Specific:** Start the conversation by acknowledging that the student has trusted you with something personal. Then use the student's words in question form. For example, "You said in group that you're gay, what do you mean by that?" Some students aren't very clear on what it means to say this, so make sure you know what they mean. Follow up with questions like, "How long have you been feeling this way?" and "Why do you think you feel this way?" A student saying they're gay and saying they've been struggling with feelings they don't understand are two different things.
- Affirm how much you care about them. Students are looking for someone to care. You've chosen to volunteer because you care so tell them that.
- Affirm their identity in Christ. It's important to know whether the student has accepted Christ or not and if they consider themselves a Christian, but this doesn't stop you from seeing them as Christ does. For example saying something like, "God knew who you were going to be before He made you and He loves you even if this is something you're dealing with."
- End the conversation by saying that you want to keep talking about this, whatever it may be. Again, these conversations are never one and done.



MEDICAL INCIDENTS

What to do if a medical incident occurs:

- If student says they feel seizure coming on, help them to the ground
- Keep convulsing person on side (left side if possible)
- Protect person from colliding with objects
- Have someone call 911
- Have someone call parent
- Control other students' phones out of respect for patient (no recording or photos)
- Protect privacy of the patient by removing other students and/or making a wall around patient with volunteers
- When seizure stops, patient will be postictal and may be confused, drowsy, nauseas, etc.
- Take other students to small group room, pray for affected student, and retake attendance
- Wait for a staff member to dismiss students from groups offering reassurance once incident is handled
- Be a good witness of what occurred to share details with paramedics (did student hit head, what was happening before incident, is student diabetic, etc.)
- Don't give out info to bystanders
- If the victim fell, support the head

Preparing for incident during midweek:

- Know which of our volunteers have medical training
- Make sure all of your students are on small group roster with correct contact info
- Security/Safety volunteer should complete an incident report



2016 HDC Student/Kids Volunteer Training

Recognizing Child Abuse and Neglect

Child abuse is a serious issue that impacts nearly 6 million children in the United States every year. It often takes place in the home and comes from a person the child knows and trusts—a parent, relative, babysitter, or friend of the family. As an HDC volunteer who works with children, you are not a mandated reporter (unless you have mandated reporter status based upon your occupation). Unlike mandated reporters, you are not bound by law to report abuse, and you do not have the same civil and criminal liability exemption when filing reports. This does not mean that you should refrain from reporting child abuse to a member of HDC's staff, who by law, are mandated reporters and will determine if a report needs to be filed.

If you observe or have a reasonable suspicion that abuse is taking place, take the following steps:

- 1) Stay calm and write down the facts leading you to suspect potential abuse. Facts are much better than hunch's or assumptions.
- 2) Immediately make contact with HDC Student/Kids staff who will determine if a report to CPS is required based on the situation.
- 3) Occasionally, CPS will ask to speak with the individual who observed or was directly made aware of the abuse/neglect. If this occurs, the HDC staff member filing the report will contact you and arrange a time to speak with CPS with the reporting staff member.

If you believe a child is in immediate danger, dial 911

A first step in helping or getting help for an abused or neglected child is to identify the signs and symptoms of abuse. There are five types of abuse that must be reported: neglect, physical injury, sexual abuse, willful harming or endangerment, and unlawful corporal punishment or injury.

Neglect is failure to provide for a child's basic needs such as food, clothing, shelter, medical care, education, or proper supervision.

- The child shows signs of malnutrition or begs, steals, or hoards food
- The child has poor hygiene: matted hair, dirty skin, or severe body odor
- The child has unattended physical or medical problems
- The child states that no one is home to provide care
- The child or caretaker abuses drugs or alcohol

Physical Injury is intentional injury inflicted upon a child. It may include severe shaking, beating, kicking, punching, or burning that results in minor marks, bruising, or even death.

- The child has broken bones or unexplained bruises, burns, or welts in various stages of healing
- The child is unable to explain an injury; things just don't add up
- The child is unusually frightened of a parent or caretaker, or is afraid to go home
- The child reports intentional injury by parent or caretaker



Sexual Abuse refers to any sexual act with a child by an adult or older child. It includes fondling or rubbing the child's genitals, penetration, incest, rape, sodomy, indecent exposure, and using the child for prostitution or the production of pornographic materials.

- The child has inappropriate knowledge about sex. If it sounds fishy, it probably is
- The child reports sexual abuse

Willful harming or endangering a child refers to a situation in which any person inflicts, or willfully causes or permits a child to suffer unjustifiable physical pain or mental suffering, or causes or permits a child be placed in a situation in which the child or child's health is endangered.

- The child shows signs of serious medical conditions that have not been appropriately treated
- The child is exposed to dangerous weapons, including loaded guns and knives, within reach
- The child is exposed to situations where their parent or guardian engage in reckless behavior that could cause grievous bodily harm
- The child is exposed to emotional abuse which may include the parent or caretaker who constantly criticizes, threatens, belittles, insults, or rejects the child with no evidence of love, support, or guidance. (Emotional abuse generally needs to be directly observed to be reported)

Unlawful corporal punishment or injury willfully inflicted upon a child and resulting in a traumatic condition.

- The parent or caretaker uses harsh disciplinary measures (cruel/unusual punishments) or impulsively uses "out of control" discipline (screaming profanity or humiliating language at the child while repeatedly hitting with significant force or "venting" frustration on child)

HDC STUDENT CALENDAR

Victorville & Hesperia

September:

9/7 Fall Rally (everyone meet at VV campus 6:30-8:30pm)

9/14 Small Groups Start - Daniel series starts

October:

10/12 Fall Break - no midweek service

10/26 Costume Party

November (Go-vember Missions Focus!):

11/2 Missions Preview Night (everyone meet at VV campus 6:30-8:30pm)

11/23 Thanksgiving Break - no midweek service

December:

11/30 & 12/7 Christmas teaching series

12/14 Christmas party

12/21 & 12/28 Christmas Break - no midweek

Apple Valley & Phelan

September:

9/7 Fall Rally (everyone meet at VV campus 6:30-8:30pm)

9/14 Small Groups Start

October:

10/12 Fall Break - no small groups

November (Go-vember Missions Focus!):

11/2 Missions Preview Night (everyone meet at VV campus 6:30-8:30pm)

11/23 Thanksgiving Break - no small groups

11/27 Thanksgiving potluck @ Student Sunday Service

December:

12/4 & 12/11 Christmas teaching series

12/18 Christmas party

12/21 Christmas break - no small groups

12/25 No Sunday Student Service

12/28 Christmas break - no small groups





hd.church/students