

LEADERSHIP GUIDE

SHADOW HILLS CHURCH STUDENT MINISTRIES

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OVERVIEW

PROGRAMMING

SHADOW HILLS VISION

To grow a community of passionate believers that reflects the nature of God.

AMPLIFIED MISSION

Amplified supports Shadow Hills Church and parents in leading students towards intimate and passionate love-relationships with Jesus.

AMPLIFIED VERSE

"You didn't choose me. I chose you. I appointed you to go and produce lasting fruit, so that the Father will give you whatever you ask for, using my name." John 15:16 (NLT)

WHO WE ARE

AMPLIFIED: CHOSEN AND CALLED

DESCRIPTION

Amplified unites students in the belief that God has individually chosen and called each one. Shifting focus from the outward show of faith to real relationship, we encourage genuine love for others, prayer in community, difficult questions and the study of Scripture. Come explore life, faith and self with us, and maybe even play a few rounds of life-sized hungry hippos!

SUNDAY MORNINGS

9 a.m. & 10:30 a.m.

Our small group Bible studies dive into the life of Christ, attributes of God, identity, doubt, relationships, compassion and more. They aim to equip students in exploring big questions and real faith in a welcoming, intentional environment.

Two or more leaders assigned to each class.

We follow a set curriculum with lessons, questions and examples laid out. Each leader will have access to the entire online plan.

Classes offered:

6-8th grade girls

6-8th grade boys

9-10th grade

11-12th grade

WEDNESDAY NIGHTS

6:30 p.m.

AMPLIFY combines both Jr. and Sr. highschoolers into one high-energy and engaging worship experience. AMPLIFY incorporates powerful teaching, creative community-building activities, reverent praise and, or course, lots of fun.

SPECIAL EVENTS

Lord willing, we offer a winter camp, a summer camp and additional, once-a-month activities. Monthly events range from afternoon scavenger hunts to service projects, tournaments to 24-hour adventure challenges.

LEADERSHIP VALUES

MAKE IT BETTER. Our staff, leaders and volunteers strive to always better ourselves and take risks for the improvement of the ministry.

What am I doing to help improve the ministry, not just carry on with the status quo?

STAY HEALTHY. In order to lead and live life to the fullest, staff and leaders must be spiritually, physically, mentally, financially and relationally healthy.

How am I taking care of myself spiritually, physically, mentally, financially and relationally? Is there an area I can grow in, and who can I look to for guidance?

ALWAYS GROWING. We feel a responsibility to take ownership of the divine roles that God has given. Therefore, we must never be satisfied with where we are at today, but always looking to grow into the people God intends us to be.

What role do I need to pay more attention to? How can I take a courageous step towards a better me?

REMAIN OPEN HANDED. In order to not hold back from what God wants to do in and through our team, we strive to lead in a non-controlling fashion.

Am I resisting change in any area of my life? Is there an area where I can submit to change?

HAVE A RESENTMENT-FREE CULTURE. Our student ministry culture needs to maintain a sustainable pace within the church by leaning into moments of fun, learning, flexibility, trust and positivity. If, for any reason, there is discord between yourself and a staff member, fellow leader or volunteer, please approach the individual with openness and seek to mend the relationship. Please also feel free to bring concerns to the attention of the Student Ministries Pastor or Assistant.

What steps am I taking to free myself from resentment?

PARTNERSHIP WITH PARENTS. We aim to honor and come alongside parents. Strive to agree with and encourage the parameters that parents have set in place for their child(ren) and never go over a parent's head. We need them on our side, and every parent must have complete confidence we are on theirs. Especially when spending individual time with a student, you absolutely must get parent permission before doing so.

Have I met this student's parents? Have I taken the time to learn about the students' life outside of Amplified?

YOUR ROLE

YOUR IMPACT IS GREATER THAN YOU MIGHT THINK.

As a role model and as a person who just genuinely cares, you have great potential to impact the students' lives. In fact, we believe you are our greatest blessing in reaching our students. Whether you're listening to their personal problems, sharing insight or the Gospel, taking them to Starbucks or just being there at a sporting/music event, you are truly making a difference by showing up and being present. So thank you!

IT'S ALL ABOUT RELATIONSHIPS. Everything we do aims to connect students to each other, to mentors and to God. At the end of the day, your role boils down to this:

- 1** Ask questions, provide a safe space for students to process and offer guidance. Most students don't need a perfect answer, they just want someone to genuinely listen and care, and maybe a little real advice from someone whose life isn't perfect either.
- 2** Get to know students on personal levels. What gets them excited? What holiday is their favorite? If they could have a lifetime supply of anything, what would they choose?
- 3** Show up. If you offer to read through a book of the Bible with a student or offer to hold them accountable for something, do it.
- 4** Connect students to each other. If, through conversation, you realize that two students both really love gymnastics, connect them. It's easy to let it go, assuming they already know each other, but there's always opportunity to deepen relationships.

WAYS TO CONNECT WITH STUDENTS OUTSIDE OF NORMAL PROGRAMMING

- Attend extracurricular activities whenever possible (band concert, basketball game, etc.)
- Invite them to grab coffee or play a board game on church property (ONLY with parental consent)
- Learn important dates (birthday, etc.) and try to celebrate those days with students. It can be as simple as sending a birthday card (we even have birthday cards available for you to use—just ask!)

SET BOUNDARIES

In order to support others, you need to first take care of yourself, and setting boundaries is a crucial step. Here are ways we protect your boundaries, and a few tips on setting them for yourself:

- Don't over-volunteer and feel like you need to lead on both Sunday and Wednesday—pick the one you feel most drawn to and start there.
- Make sure students know you have other priorities. Most students won't heavily lean on you, but sometimes a student will want your attention all the time, but you simply can't give that. Let them know. Let them know that late at night, you aren't able to sit texting them for hours on end. Let them know that next Friday you have a shift at work and can't make their soccer game. Make sure you are taking care of YOU so that you can take care of them. And don't feel any guilt over saying no.
- Don't feel pressured to give your cell phone number to students. **On that note, please do not give out any staff numbers to any student for any reason! If a student asks you for a staff member's number, contact us directly.**

SUNDAY MORNING LEADERS

BEFORE SUNDAY

- Visit Live Curriculum online and prepare your lesson. Read through the provided materials and familiarize yourself with the content. If you are teaching, make sure you are comfortable enough with the material to present it without simply reading from a screen.
- Spend time in the Word going over the coming Sunday's Scripture. Pray and meditate, asking God to prepare you and the students for Sunday.

SUNDAY: BEFORE CLASS

- Arrive 15-20 minutes early to get setup in your classroom and prepare for students.
- As they arrive, have conversations, ask questions, make them feel welcome.
- If you have a new student, take special care to learn their name and make them feel known and valued.
- Show excitement towards students who have been gone without guiltting them as to why they haven't been around.

SUNDAY: DURING CLASS

- Be open and engaging to all students, giving everyone a chance to participate and feel included.
- **TEACHER.** Present your lesson in a way that challenges more mature Christians while still understanding that not every student present knows Christ or has even attended church.
- **CO-TEACHER.** Sit with students, get involved and intersperse yourself within the student body—this will help you connect with them as well as assist with crowd control.

SUNDAY: AFTER CLASS

- If you had a new student attend, write a "Welcome" postcard for them (available in the LTR). We will fill in the address and pay for postage—just write a short message saying how great it was to meet them.
- If you have students who have missed 3 weeks, fill out a "We Miss You" postcard for them.

WEDNESDAY NIGHT LEADERS

WEDNESDAY: BEFORE AMPLIFY

- Come to the Student Center at 6 p.m. and connect with as many students as possible.
- Play ping pong, have conversations, ask questions, make them feel welcome.
- If you see a new student, take special care to learn their name and make them feel known and valued.

WEDNESDAY: DURING AMPLIFY

- Sit with students, get involved and intersperse yourself amidst the student body—this will help you connect with them, as well as assist with crowd control.
- Participate in games, worship, prayer and all activities. You are an example and can help foster an environment in which the students can encounter God, but you can also benefit.
- Be prepared to help pass out pens, divide students into groups or whatever tasks can help keep the program moving.

WEDNESDAY: AFTER AMPLIFY

- Make yourself available to pray over students, have conversations and listen. Students will often use the time after AMPLIFY to open up and seek advice or a confidant.
- Mingle with the students, ask questions, have conversations, play games and connect until all of them leave.
- If you had a new student attend, write a "Welcome" postcard for them (available in the LTR). We will fill in the address and pay for postage—just write a short message saying how great it was to meet them.
- If you have students who have missed 3 weeks, fill out a "We Miss You" postcard for them.

POLICIES & PROCEDURES

DISCIPLINE PLAN

Working with students can prove amazing and rewarding, but unfortunately there will be frustrating times as well. No matter who you are, and no matter what your role, you will, at some point, probably have to deal with discipline. We know this can seem daunting and difficult, so we want to break it down simply. Our two keys:

CREATING A SAFE SPACE and **RESPECT**

Amplified seeks to create spaces where students can openly express themselves, their thoughts and their feelings and feel accepted. So we strive to ensure that safe space in everything we do and every time we meet.

Don't jump to conclusions. Listen to both sides of the story. Don't immediately jump to discipline. Begin with grace and love, and move out from there.

Four things to keep in mind when dealing with discipline:

- 1** Relationships are the most important and should be kept top-of-mind
- 2** Loving students unconditionally **MUST** be our goal every single week
- 3** Physical discipline is **NEVER** an option
- 4** Getting parents involved may help add insight as to what is happening at home

STEP BY STEP: HOW TO DEAL WITH DISCIPLINE

REQUEST. Simply request that the student corrects his/her inappropriate behavior. Make sure in this step you are specific with the student, otherwise they may not be sure what you want of them.

REQUEST AGAIN. This is their second and final warning. Let them know you'll come sit by them if their behavior doesn't change.

RE-SEAT. When applicable, if the behavior continues, **YOU** should reseat yourself next to or around the student causing the issues. Approach the student after the service and talk to them about the issue that arose. This is a **BIG DEAL**.

REMOVE. If the student continues to be disruptive, the leader and staff member will call the student's parents and explain the situation that occurred. This step is an absolute **LAST** resort in every way, shape and form. Our desire is not to remove students.

FOLLOW UP. Although easy to neglect, this step is crucial. Don't allow a student to leave group without discussing with them what happened and taking the time to help them understand why you had to do what you did. They need to understand what the issue was and how it can be resolved. This step also helps them know they are loved, cared for and valued.

INJURIES

We strive to provide as safe a space as possible, but, unfortunately, accidents happen and we need to be prepared.

Follow these steps when you witness an injury or accident:

- Immediately contact a staff member for all injuries and accidents.
- Report all cases where a student is hit on the head to a staff member as soon as possible.
- Work with the staff member to fill out an incident report.

What happens next:

- If the injury is life threatening, our staff will call 911 immediately.
- If necessary, a staff member will assist in providing first aid.

Use your best judgement and common sense when assessing an injury, but always be on the cautious side.

IMPORTANT TO REMEMBER

First aid and CPR should only be administered by someone who is certified. Our staff members are certified.

You must wear protective gloves when dealing with an injury where you may come in contact with blood.

You are NOT permitted to administer medication of any kind. Only staff members can.

CHILD ABUSE

You should familiarize yourself with the definitions and descriptions of child abuse.

As defined by The National Committee for Prevention of Child Abuse:

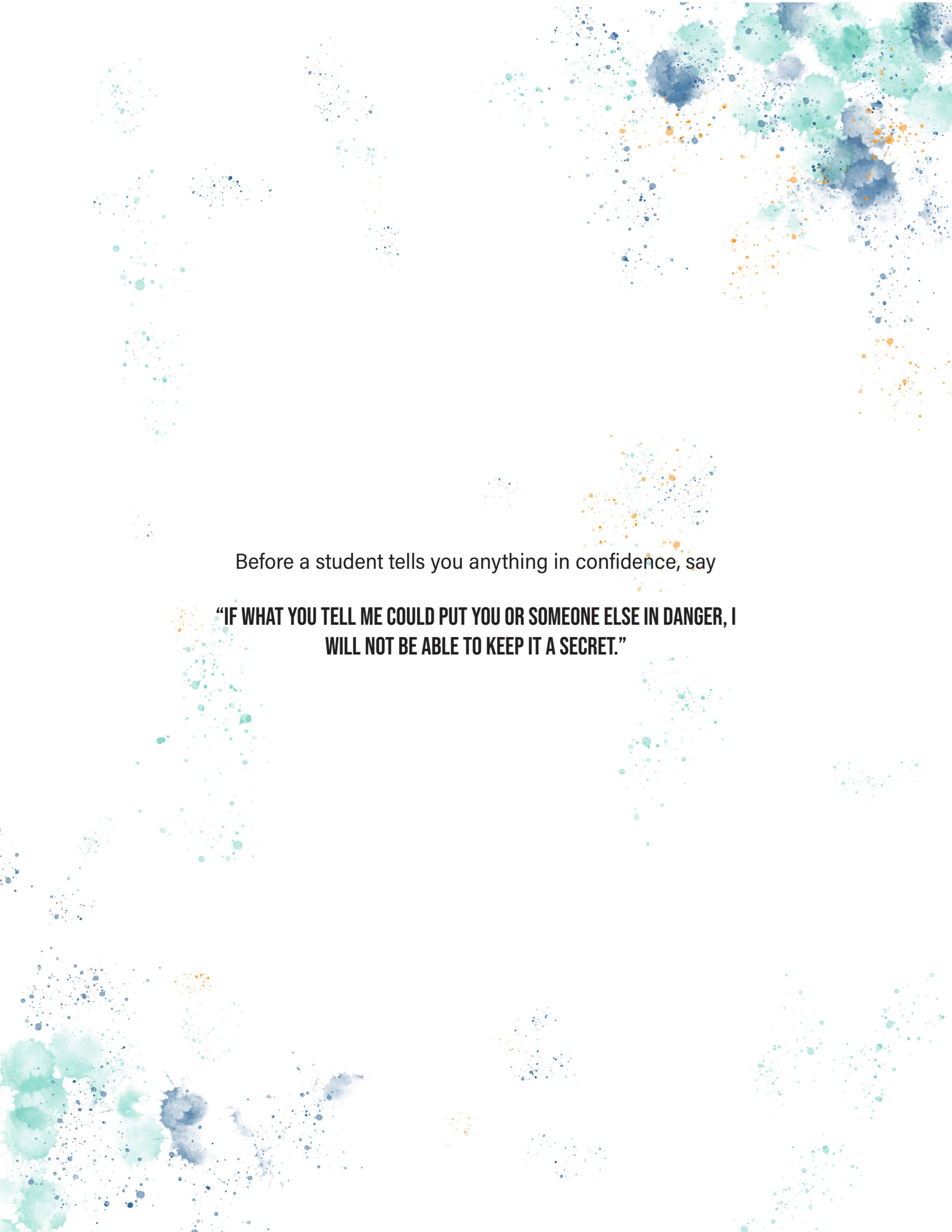
PHYSICAL ABUSE. Non-accidental injury, which may include beatings, violent shaking, human bites, strangulation, suffocating, poisoning or burns. The results may be bruises and welts, broken bones, scars, permanent disfigurement, long-lasting psychological damage, serious internal injuries, brain damage or death.

SEXUAL ABUSE. The sexual exploitation of a child by an older person, as in rape, incest, fondling of the genitals, exhibitionism or pornography. It may be done for the sexual gratification of the older person, out of need for power or for economical reasons.

NEGLECT. The failure to provide for a child with basic needs, including food, clothing, education, shelter, medical care, abandonment and inadequate supervision.

EMOTIONAL MALTREATMENT. A pattern of behavior that attacks a child's emotional development and sense of self-worth, such as constant criticizing, belittling, insulting, manipulation; also lack in providing love, support and guidance.

By law in Nevada, we as staff members and you as a youth leader are mandatory reporters. We request that any instances that come to this, you report to a staff member. We take this very seriously and want to deal with these issues as they arise.



Before a student tells you anything in confidence, say

**“IF WHAT YOU TELL ME COULD PUT YOU OR SOMEONE ELSE IN DANGER, I
WILL NOT BE ABLE TO KEEP IT A SECRET.”**

HOW TO REPORT SUSPECTED CHILD ABUSE

If you suspect child abuse of a student in the ministry, follow these steps:

- 1** Report the suspected abuse IMMEDIATELY to the authorities and to a staff member.
- 2** Work with the staff member to complete a Suspected Child Abuse Form. Confidentiality will be maintained when possible.
- 3** The staff member will help submit the report to the designated reporting agency.

Do not report the incident on your own; get a staff member involved.

DO NOT

- Do **NOT** interview the child regarding the suspected abuse. Trained professionals will handle the interview process.
- Do **NOT** discuss the suspected abuse. All information regarding the suspected abuse is confidential.

SUICIDE RISK

Whether we like it or not, we have to deal with suicide in our culture. And lately, suicide has become more and more common with teens. Increasing loneliness and disconnection plays a huge role, as well as the high divorce rate. Divorce can destabilize a student's family, identity and outlook on life. A third factor is our culture's romanticization of suicide through media, television, music and movies. As we pastor and work with students, understanding how to work with a teen entertaining suicidal thoughts is required.

WARNING SIGNS

- Withdrawal from peers and significant others
- Poor coping and problem-solving skills in repeated problems
- Self-destructive behaviors such as drug use, alcohol abuse, sexual promiscuity, eating disorders, self-harm or cutting
- Recent environmental stresses, such as problems at school or home; the loss of a friend, girlfriend or boyfriend; or impending notification to parents of poor school performance.

STRATEGIES TO ANALYZE SUICIDE RISK

Don't dismiss vague phrases and threats from a student. Many times, we, as leaders, will hear students say things like:

- "Sometimes I just feel like giving up."
- "I'm so tired, I just want to sleep."
- "Things would be a lot better if I just weren't around."

Don't dismiss them! These phrases should always spur you to follow up with questions about their thoughts.

Discover if the student has a plan. If they have already planned out how they want to kill themselves, they are much more likely to attempt it.

Know the student's past. If they have previously attempted suicide and we know about it, we should be much more careful when assessing the student's situation.

REPORTING

Both for the safety of our students and your own legal responsibilities, treat every suicidal sign or threat with both seriousness and urgency. Contact a staff member ASAP regarding the issue. From this point on, they will take care of it and address the necessary steps, which may include your involvement if it's appropriate to the situation.

The following chart should help you whenever you aren't sure what to do when a student is in crisis.

ORANGE: report immediately

TEAL: step back, take a breath and use your best common sense on whether you think it is necessary to report

GREY: unnecessary to report

THE CRISIS	REPORTABLE TO THE POLICE	REPORTABLE TO SHC STAFF	REPORTABLE TO PARENTS
SUICIDE	YES	YES	YES
PHYSICAL / SEXUAL ABUSE	YES	YES	YES
EATING DISORDER		At your discretion	YES
CUTTING		YES	YES
TAKING DRUGS		YES	YES
EMOTIONAL ABUSE / BULLYING		At your discretion	When you feel necessary
SEXTING		At your discretion	When you feel necessary
THINKING ABOUT RUNNING AWAY		YES	YES
SEXUAL PROMISCUITY		YES	When you feel necessary
ALCOHOL		YES	YES

If you have any concerns, staff members are always available to help with discernment.

REFERENCE GUIDE

STAFF CONTACT INFORMATION

Do not give out any staff numbers to any student for any reason! If a student asks you for a staff member's number, contact us yourself.

PETER BALDWIN

Student Ministries Pastor
E: peter@shadowhills.org
P: 702.880.7811 ext. 204

GRACE REED

Student Ministries Assistant
E: grace@shadowhills.org
P: 702.880.7811 ext. 232

Please primarily use GroupMe to connect with staff and other leaders.

SOCIAL MEDIA



@shc_students



The Hills Student Ministry



@shc_students

WEBSITES

AMPLIFIED WEBPAGE

<https://www.shadowhills.org/amplified/>

SUNDAY MORNING CURRICULUM

<https://ministrygrid.lifeway/>

REALM GROUPS / ATTENDANCE

onrealm.org/shadowhills

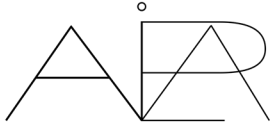
WEDNESDAY NIGHT WORSHIP PLANS

<https://services.planningcenteronline.com>

HELPFUL READING

Although definitely not required, we always encourage continued growth. We have even stocked the LTR with some great books for you to borrow if you'd like. We highly recommend:

- *Lead Small* by Reggie Joiner
- *Radical* by David Platt
- *4 Chair Discipling* by Dann Spader
- *Communicating for Change* by Andy Stanley
- *Everybody Always* by Bob Goff



YOUTH LEADER COVENANT

Covenants are simply binding agreements between two or more parties. God himself designed the covenant when God made a covenant with Noah (Genesis 9), Abraham (Genesis 17) and Moses (Exodus 20). When God makes a covenant, God will always perform what God has bound Godself to do.

As a leader, you desire to use your time, talents and treasures as the Lord has blessed you. Consider this covenant and commit yourself to fulfilling the expectations of a youth leader at Shadow Hills Church.

Check the following boxes in agreement:

- ☐ I commit to regular attendance, and I will support and protect the vision and mission of Shadow Hills Church.
- ☐ Because we lead students, I understand that I must show discretion in the areas of appropriate touch and conversation.
- ☐ I understand that I should not be living with anyone of the opposite gender unless they are my husband, wife or relative.
- ☐ I commit to represent Shadow Hills Church with excellence on any form of social media. This includes pictures, language and status updates.
- ☐ I commit to using wisdom when making decisions about alcohol, parties and ALL other areas of my social life.
- ☐ I understand there is a zero tolerance policy regarding involvement with students of the opposite sex. This includes transportation, texting, phone calls or one-on-one interaction.
- ☐ I commit to handle any conflicts that arise by following the Matthew 18 principle. I will refrain from any form of gossip regarding anyone in the ministry or on the leadership team.
- ☐ I commit to Spiritual growth in my own faith. I understand that to lead students effectively, I must first pursue my own relationship with Christ. This includes prayer, Bible study, participating in a community group, etc.
- ☐ I commit to living a life of sexual purity. I understand that all sexual activity is reserved for a man and a woman who are joined together in a lifetime covenant of marriage.
- ☐ I understand that being present weekly in a youth gathering is important to the discipleship of my students, as well as the overall health of the ministry.

Name: _____ Date: _____

Signature: _____