

## **Peer Ministry a Vital Component to Campus Ministry**

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I have been involved in youth and young adult ministry for approximately twenty years and had been blessed to be given the opportunity to begin a new chapter as a Director of Campus Ministry at a Catholic college several years ago. As I began to evaluate the programs that were in place and their effectiveness, I was dismayed at the lack of participation by the student body. What was the issue, was it the programs themselves, was it the demographics? I began to reflect on my previous successes and came to the revelation that my success was fostered by the implementation of a well-trained and committed peer ministry team. In the pages that follow, I will create a student leadership retreat experience that focuses on the components of leadership development, evangelization, advocacy, prayer and community life. In addition, I will incorporate justice, service, and worship throughout these main themes since all are interwoven and are vital for leadership development in a pastoral setting.

The retreat will be designed for a peer ministry team that consists of eight to ten undergraduate college students who have been selected for the team through an application (see appendix A) and interview process. The retreat will take place over a weekend (Friday evening to Sunday afternoon) off campus at a camp or retreat center and culminate at the Sunday liturgy on campus. Although a retreat center is acceptable, a camp with access to team building activities such as a low ropes course would enhance comradery and the total experience.

Before I elaborate on the specifics of the retreat, I would like to briefly discuss some logistics. Like any retreat experience, attention should be given to planning the details. Nourishing meals should be planned and ample snacks and drinks should be provided to foster

concentration and participation. Although there is much to cover regarding leadership in a pastoral setting, make sure there are breaks and a period of free time (between one and two hours) in addition to meal breaks on Saturday. This free time should be just that, a time where the individual student can choose what to do for example, nap, reflect, journal, play games, take a walk, have a discussion, pray... Although this is a free time for the peer ministers, campus ministry staff should be available for one on one discussions, question or concerns. Finally, make sure to provide paper, journals, pens and all supplies necessary for the activities that are planned.

Although this is a peer minister's training retreat, campus ministry staff members must be prepared to actively participate in all activities and to be present at all times. Greg "Dobie" Moser emphasizes the need for relationship building, he explains:

Young people experience the Gospel through relationships with caring, committed adults. Ministry is rooted in such relationships. Adults who love God and are active members of the faith community, who love young people and value them as being made in God's image and likeness will accept young people where they are while calling them to become more on behalf of the Gospel.<sup>1</sup>

This weekend is a time to build a community of ministers, one that includes both students and staff members. It is a time to develop relationships in this small community and to learn to work together as a team of ministers and disciples. Kara Eckmann Powell illuminates this further:

Because of the transformative power residing in the spiritual gifts of community members, ministry in the community should be by the community and to the community...the adult

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<sup>1</sup> Greg "Dobie" Moser, "Youth Ministry: The Component of Leadership Development," in *The Vision of Catholic Youth Ministry: Fundamentals, Theory, and Practice*, ed. Robert J. McCarty (Winona, MN: Saint Mary's Press, 2005), 136.

leaders assume the role of preparing and equipping all members of the body to minister to one another, as Paul himself modeled in his relationship with the believers at Corinth.<sup>2</sup>

In the pages that follow, I will outline a structure for this weekend retreat (see appendix A for a suggested outline) and include suggestions for music, icebreakers, activities, and discussion topics and questions. I will incorporate resources from class materials and readings as well as other outside sources. As stated above, this will be a three-day retreat and it will be broken into three main topics: “Who am I”, “What is a Team” and “Servant Leadership and Community.” In addition, I will include accompanying resources for reference in the appendix section.

## **Chapter I - Day 1**

### **Who am I?**

It is imperative for young adults to know who they are and what they can offer to a team prior to team building. College age students are in a stage of flux, often struggling with the need to form a personal identity. This identity includes many dimensions that include sexuality, spirituality, and morality to name a few; Sharon Daloz Parks calls this period of human development “an era or stage in human becoming” and she further describes it as “meaning-making that can hold both conviction and paradox.”<sup>3</sup> To put it simply it is a time of confusion, however, with guidance and proper reflection tools young adults can find this time exciting and

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<sup>2</sup> Karen Eckmann Powell, "Focusing Youth Ministry Through Community," in *Starting Right: Thinking Theologically About Youth Ministry*, ed. Kendra Creasy Dean, Chap Clark, and Dave Rahn (Grand Rapids: Zondervan Publishing House, 2001), 201.

<sup>3</sup> Sharon Daloz Parks, *Big Question Worthy Dreams: Mentoring Emerging Adults in Their Search for Meaning, Purpose, and Faith*, rev. ed. (San Francisco: Jossey-bass, 2011), 12-13.

intriguing. This being said the first evening of the retreat will be about self-awareness and identification.

Upon arrival at the retreat venue, give the participants time to settle in and put their personal items in their rooms or bunks. Although you are committed to a time frame/ schedule, be flexible and create a relaxed atmosphere. If possible, use separate rooms or areas for different activities such as eating, sleeping, intimate discussions, crafts, prayer, etc. Reconvene in a common area prior to dinner for introductions and icebreaker type games.

Prior to having dinner, have the participants (including staff members) create personal nametags. This should take approximately fifteen to twenty minutes and you will need the following materials: cardstock, scissors, markers, yarn (to hang tags around neck). Instruct everyone to create a nametag that incorporates their name as well as elements that suggest who they are, for example: favorite colors, sports or activities they participate in, their major. The design could include pictures as well as words it is their interpretation. Once the tags are completed, ask everyone to wear it for the entire weekend.

Proceed to dinner, have a staff member say grace preferably a prayer that is personal and spontaneous. Just a quick note about saying grace before meals during this retreat; after the first meal have a student pray before meals, it is a casual opportunity to begin to learn how to pray out loud. This is something many may not have experienced yet and a necessary skill for peer ministry. Remember every opportunity can be a learning experience.

The evening session will be about recognizing personal strengths and weaknesses as well as an introduction to the art of journaling and personal reflection. Introduce your topic to the students; explain that it is necessary to know who we are and what our intentions are before entering into a ministry or leadership experience. On a dry erase board or other large writing

surface, list the qualities necessary for effective leadership as depicted by William J. Byron, S.J.: integrity, honesty, intelligence, creativity, service, and commitment.<sup>4</sup> Have the students brainstorm what each of these characteristics mean, then take time to explain each one.

Integrity is knowing the difference between right and wrong, making a moral decision and acting on it. Honesty incorporates trustworthiness and speaking the truth at all times. Intelligence can be measured by a willingness to learn from all people and experiences. Creativity can be described as being able to think “outside the box” and includes spontaneity and an openness to others thoughts and ideas. Service is a willingness to help others and as a peer minister, you must be willing to serve and assist your fellow students. Finally, commitment is the ability to follow through on a promise and to be willing to dedicate your time to others.

Give each student a journal or notebook; in addition, have colored pencils or pens available. Explain that you are going to give them time to think about what they just learned and how they incorporate each characteristic in their own lives. Ask them to write about it in their journals either by using words, drawing pictures, making lists, etc. Reassure them that the journal is personal, and no one will read it unless they want to share it, encourage them to be honest with themselves. Begin the journaling session with the song “Who am I” by Casting Crowns (refer to Appendix C) and give them twenty minutes for reflection and journaling.

After a short fifteen-minute break, reconvene for a discussion or debriefing of the journaling activity. Have the students and staff members sit on the floor in a circle. (For the purposes of this retreat, all discussions will be treated as if in a small group, however, if you

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<sup>4</sup> William J. Byron and S.J., *Next Generation Leadership: A Toolkit for Those in Their Teens, Twenties, & Thirties Who Want to be Successful Leaders* (Chicago: University Of Scranton Press, 2010), 17-18.

have a group of ten or more students split the group into small groups depending on the total amount of participants.) Use the following questions to facilitate the discussion:

- What characteristic is the most important to you? Why?
- Are there any characteristics you wish you had or would like to develop?
- How did the talk regarding characteristics of a leader and the journaling exercise make you feel?

Make sure to reassure and affirm all responses. Thomas Groome highlights the importance of this, he states:

All human beings are in need of constant affirmation. This seems to be even more eminently true for adolescents at that frightening moment when they begin to move toward individualization. It is crucial that we affirm them in their incipient attempts to think for themselves. If we discourage or reject their first efforts to make up their minds, we are more likely to arrest their growth in faith than to sponsor it.<sup>5</sup>

The final talk for the night will introduce the concept of “apprenticeship.” I suggest this description because it will reassure those who do not have all of the characteristics listed above. I am drawn toward the story; “A Single Shard” by Linda Sue Park, used by Jeffrey Kaster to describe apprenticeship and therefore will use the story here and further elaborate on it with a final activity. As Kaster explains, “Christian apprenticeship begins with a response to Christ’s call to ‘follow me’ (Matthew 4:19),” and the students have already answered that call with their application to be a peer minister. Now they must become apprentices.

Either read “A Single Shard” by Linda Sue Park (available on Amazon.com) prior to the retreat or access summaries online (<http://www.bookrags.com/studyguide-a-single-shard>) so you can use the analogy of the potters apprentice with confidence. Briefly explain the story to the students, use visuals such as sketches of the main characters or pictures of a potter’s wheel.

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<sup>5</sup> Thomas H. Groome, "On Being With Late Adolescents In Ministry," in *Readings in Youth Ministry: Volume 1: Foundations*, ed. John Roberto (Washington, D.C.: National Federation Of Catholic Youth Ministry, 1986), 26.

Finally, explain the three steps in the apprenticeship process described by Jeffery Kaster as it relates to the peer minister.

“First, the apprentice must want to learn the craft. It must be in the apprentice’s heart’s desire.”<sup>6</sup> As new peer ministry team members, they have expressed this desire in the application and interview process and they are ready to begin the journey of service to their peers. “Second, the apprentice practices the trade. This practice is hard work. Eventually, through practice the apprentice develops the touch of the master.”<sup>7</sup> Although the new peer ministers are not fully equipped to serve in their new role, if they are serious about it and attend training, meetings and faith formation, they will eventually gain the skills necessary to be a successful skilled minister. “Third the successful apprentice goes on to be a master in his own right.”<sup>8</sup> Eventually peer ministers will have the skills to teach someone else the necessary skills to be a peer minister and they will also have the skills necessary to do other ministry related endeavors after college in the greater community.

Transition from the talk above directly to the “Clay Activity” described below. You will need the following materials: several colors of air-dry clay, a plastic plate for each person, plastic knives and any other molding implements you can think of. Instruct everyone including staff to think of themselves as a vessel/ container that holds all of the characteristics of leadership. What would it look like? Give examples such as a flat plate, a water jug, a wine glass etc. Have them create the vessel out of clay. Give them thirty minutes to complete the vessel and place it on a

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<sup>6</sup> Jeffrey Kaster, "Young Disciples: Adolescent Christian Discipleship and Faith Practices," in *The Vision of Catholic Youth Ministry: Fundamentals, Theory, and Practice*, ed. Robert J. McCarty (Winona, MN: Saint Mary's Press, 2005), 60.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

plastic plate to dry. Begin the activity by playing the song “The Potter’s Hands” by Hillsong (Appendix C).

Before regrouping to debrief the activity give everyone a fifteen-minute break, have snacks and drinks available. Reconvene and form a circle on the floor with each person placing their clay vessel on the floor in front of them. Starting with yourself or another staff member (volunteer) proceed around the circle having each person explain the concept behind their vessel. Remember there are no right or wrong answers and always affirm each individual.

Close the night with a prayer and invite the students to use the remainder of the night socializing. Provide multi-person games such as “Banana Grams,” playing cards, “Twister,” etc. to foster comradery and community/ team building. Remember to set a “lights out” time and remind them of tomorrow’s start time. Have a brief staff meeting/ debriefing to discuss the highpoints and concerns of the day.

## **Chapter II - Day 2**

### **What is a Team?**

The focus of the second day will be on team building and the basic tasks that are incorporated in peer ministry. It will include both students and campus ministry staff since both are necessary to form a comprehensive peer ministry team.

After breakfast, start with the following icebreaker, “Cogs and wheels.” Instruct the participants that they will be building a working machine using only their bodies. They will have to find a way to create a flow of movement from one person to the next without breaking the rhythm; the movement must be continuous and free flowing. Give them approximately



fifteen minutes to complete the task. Staff members should be included however let the students take the lead on implementation.

Reconvene sitting on the floor in a circle. Have a staff member or yourself describe the four stages of team development: forming, norming, storming and performing. Write them on a large writing surface so everyone can see them. Explain to them that they are in the forming stage and are in the process of getting to know each other. As the day progresses, they will begin the norming stage by setting goals and standards for the group. In the near future, the storming stage will happen, and that is when the vying for power and control will occur. Let them know that conflicts are a normal part of the development process and that it can be expected and used as a learning tool. The final stage is the performing stage, where the team has learned to plan and implement together in order to minister to other students.

Give the students time to reflect on the talk and encourage them to journal responses to the following questions.

- What stage of team development am I looking forward to and why?
- Am I afraid of conflict?
- Will I stand up for what I think is right or back down to avoid conflict?

After approximately fifteen minutes regroup and discuss some of their answers. Remember there are no wrong answers and encourage everyone to share at least one thought or concern.

Since the team is in the forming/ norming phase and will probably remain in this stage long after the retreat is over, have them begin planning and brainstorming. Explain to them that they will need to plan an activity for campus ministry (or any appropriate group) something that has not been done yet. They must choose from one of four categories: social (fun), serious

(social justice), spiritual (prayer service, praise and worship, etc.) or service projects.<sup>9</sup> They must form a consensus and agree upon one event to plan. In their planning, they must have a theme, give the event a title and create a poster to advertise their event. They will have the remainder of the morning to finish the project and present it to the staff members. Remind them that although the staff members will not be directly involved with the project they are available for questions and advice.

At this, point in the retreat it is approximately noon and time to break for lunch. In addition, the participants will have two free hours after lunch (a total of three hours.) As suggested above these are free hours for the students but not for the campus ministry staff; staff members should be available for private conversations with students or groups of students. Many new concepts have been introduced and students may have questions regarding the material or personal faith concerns that they would not bring up in a group situation. It is here that the staff member is no longer just a member of the team; rather a sense of mentorship begins to develop between the staff and student leaders. Sharon Daloz Parks further illuminates the role of a mentor,

[G]ood mentors play a vital role in stewarding the promise of a worthy future. As emerging adults are beginning to think critically about self and world, mentors provide crucial forms of recognition, support, and challenge. ...Whatever the immediate challenge or subject matter, good mentors know that all knowledge has a moral dimension and learning that matters is ultimately transforming, affecting the whole person and intimately linked with the whole of life.<sup>10</sup>

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<sup>9</sup> “All church-related activities fall into four categories: social, serious, spiritual, and service activities. This is true whether you are planning for a teen group or the golden-agers. Everything will fit into one of these categories.” as cited in, John C. Cusick and Katherine F. Devries, *The Basic Guide to Young Adult Ministry* (Maryknoll, NY: Orbis Books, 2001), 50.

<sup>10</sup> Parks, 165.

After the extended break the remainder of the day will focus on the basic elements or tasks that peer ministers will be involved in. This does not include basic office skills or arts and craft lessons, rather it incorporates the components of evangelization, advocacy, and faith practices. Begin the session by playing “Lifesong” by Casting Crowns (see Appendix C). Introduce the students to the term “evangelization.” Use descriptions such as faith sharing, inviting others to experience God/ Christ, stay away from words such as convert or conversion as these may have negative connotations to some. Frank Mercadante states,

The road to an impacting, evangelistic youth ministry is paved in proper understanding of Catholic evangelization...Many of the negative connotations of and hesitancies toward evangelization can be shed with a clear grasp of the term and practice...To evangelize meant to share positive information with others.<sup>11</sup>

Ask the students what kind of good news they share with their friends. Write it down on a large writing surface for all to see. Explain that talking about their faith to others is the same thing as sharing these events with friends. Further expand on the question by asking them what types of events do they invite their friends to. Again, explain that inviting their friends to church or a campus ministry event is the same thing. All of these things are happy and positive endeavors and should be actively undertaken by the student ministers both on and off campus.

Assign each student a prayer partner (student to student). Have them go to quiet areas and talk with each other about their faith experiences. Encourage them to ask each other questions during the session. Give them thirty minutes and close the session with time for journaling on the following questions. How do you feel when you talk about God to others?

- Is it hard to express yourself when you are sharing your faith?
- Whom might you invite to mass or a prayer service?

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<sup>11</sup>Frank Mercadante, "Youth Ministry: The Component of Evangelization," in *The Vision of Catholic Youth Ministry: Fundamentals, Theory and Practice*, ed. Robert J. McCarty (Winona, MN: Saint Mary's Press, 2005), 106.

Begin the activity with the song “Lord Help me to Tell your Story” (See Appendix C).

After dinner, reconvene in the circle as before. Play the following song/ video “Heroes (We could be)” by Alesso ([www.youtube.com/watch?v=fVEo74CwiG4](http://www.youtube.com/watch?v=fVEo74CwiG4)). Have someone (preferably a student) read the scripture John 14: 15-31. In this scripture, we are introduced to the Holy Spirit as our advocate. Explain that like the Holy Spirit peer ministers are called to a ministry of advocacy. “Advocates develop their vision and ideas and put their words into actions to create positive change that improves young people’s lives.”<sup>12</sup> As peer ministers this advocacy can take many forms however there are two that are prevalent, support for their fellow students on campus and through social justice activities, service and community outreach. Play the one minute video “*What is Advocacy*” found at [www.youtube.com/watch?v=0F\\_PxzLIIZQ](http://www.youtube.com/watch?v=0F_PxzLIIZQ).

Foster a discussion by asking the following questions:

- What campus wide or worldwide issues do you care about?
- How can you advocate for these issues?
- Do you know someone who could use an advocate? Explain why?
- Who do you consider to be an advocate? Why?

After the discussion, divide the students into two groups. Have them come up with an issue that they feel needs advocacy, it could be a local concern or a global concern the choice is theirs. Ask them to create a poster as an advertising campaign to bring their concern to the community. Each group will need several pieces of poster paper, markers, scissors, glue and old magazines. Give them thirty minutes to complete the project. Have each group present their campaign and facilitate a discussion about their ideas and concerns. After the discussion, take a fifteen-minute break.

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<sup>12</sup>Maggie McCarty, "Youth Ministry: The Component of Advocacy," in *The Vision of Catholic Youth Ministry: Fundamentals, Theory, and Practice*, ed. Robert J. McCarty (Winona, MN: Saint Mary's Press, 2005), 75.

The last session of the night should take place in a chapel or a separate room from the day's events. In this session, the emphasis will be on the basic need for prayer and how all Christian practices are based on prayer. Explains that "Christian practices are the means through which Christians seek to respond to God's invitations of love... [and they] are rooted in prayer."<sup>13</sup> Remind the students that it will be easy to get caught up in planning activities and the business of everyday life however they must remember to nourish their spirituality through prayer.

Explain that there are many ways to pray, give examples such as rote prayer, spontaneous prayer, silent prayer, singing etc. Reassure them that we all pray differently and for different reasons, sometime we pray in thanks, or we ask for help or forgiveness, and sometime we are angry and that is still prayer. Have the students reflect on the following questions and write their thoughts in their journals. Let them know that they can also take this time to write a short prayer.

- How do you like to pray?
- What do you pray about?

While the students are journaling, set up the room for a short informal Taizé service; this will be a great opportunity to introduce the students to a form of prayer they probably have not experienced. Light candles if allowed or use electronic flameless candles, situate them around the room so that there will be enough light for the students to read the words to the chants. For a sample Taizé prayer service, see Appendix D.

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<sup>13</sup> Mark Yaconelli, "Focusing Youth Ministry Through Christian Practice," in *Starting Right: Thinking Theologically About Youth Ministry*, ed. Kendra Creasy Dean, Chap Clark, and Dave Rahn (Grand Rapids: Zondervan Publishing, 2001), 156-157.

Before you begin the service dim the lights and give a brief explanation about the Taizé community in France, include some of the following facts:

- It is a community in France
- The community is self sufficient
- It is ecumenical (different Christian faiths living together)
- Prayer services are held daily and they include scripture and chant style songs
- For more information see [www.taize.fr](http://www.taize.fr)

After the prayer service invite the students to use the remainder of the night socializing. Remember to set a “lights out” time and remind them of tomorrow’s start time. Have a brief staff meeting/ debriefing to discuss the highpoints and concerns of the day.

### **Chapter III – Day 3**

#### **Servant Leadership and Community**

It is the third and final day of the retreat. After breakfast, have everyone pack up their personal items, clean the rooms / bunks they stayed in and bring their bags to the meeting space. Again, have everyone reconvene in a circle. Begin the session by playing “*The Servant Song*” by Maranatha (See appendix C) Have a student read the scripture John 13: 1-20 (The washing of the disciple’s feet). Explain that Jesus is the perfect model of what we call “servant leadership,” and as peer / campus ministers, this is what we aspire to. As Paulin, Spanbauer, Weber and Willems describe:

At first, the term servant leadership seems like a contradiction. Can one who is a servant be a leader at the same time...Jesus exemplified servant leadership by attending to the most basic needs of his followers. He did not see himself as too important for or too above the tasks of washing feet. He did not assign this task to someone else. Jesus saw a need and met it.<sup>14</sup>

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<sup>14</sup> Michael Poulin et al, *Leadership for Life: A Practical Guide for Young Adults* (Naugatuck, CT: Center For Ministry Development, 1997), 37.

Remind the students that peer ministry is not about being superior to those we minister to and that humility is key to servant leadership.

Have the students participate in one last reflection exercise by having them reflect and journal on the following questions:

- Did you ever think of Jesus as a servant? How does this make you feel?
  - Do you think it will be hard to practice humility as a peer minister?
  - What challenges do you think might prevent you from practicing humility?
- Although this is the last formal activity of the retreat, the official closing will end at a

regularly scheduled liturgy back on campus. By worshiping with the community the concept of humility will be reinforced, solidify whom they are as well as to whom they will serve.

### **Conclusion**

The retreat experience is by far not an inclusive training tool for a new peer ministry team, rather it should be seen as a catalyst for future training, catechesis and community building. It has opened the door to concepts of leadership development, evangelization, advocacy, prayer and community life. Students will leave the retreat with the ability to reflect on issues of faith and culture as well as a better sense of who they are, what is a team and what style of leadership is expected of them.

This weekend is designed as a time to build a community of ministers, one that includes both students and staff members; with opportunities to develop relationships in this small community and to learn to work together as a team of ministers and disciples, apprentices and mentors. It is a strong foundation for a peer ministry team that fosters teamwork, self-reflection, peer to peer relationships and student to adult interaction. It is a foundation analogous to rocks and not sand.

## APPENDIX A

## SAMPLE PEER MINISTER APPLICATION

## Peer Minister Application

_____ / _____	
First Name	Last Name
_____	
Local Address	
(_____) / _____ @abc.edu	
Cell Phone	Email
_____ / _____	
Major	year (soph. Jr, Sr)

List all activities, clubs and organizations you are currently involved in:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As a Peer Ministry Team member you will be committing to the following (these are examples and should be customized to fit your needs and expectations):

- Attending the 7pm mass on Sunday nights, serving as liturgical ministers when needed, assisting in distributing news, cleaning up after mass, etc.
- Attending all COR Team meetings on Sunday from 4-5:30pm
- Attending all Campus Ministry fellowship events, retreats, etc.
- Conducting yourself as a peer minister, at all times including on social media (this will be monitored), and on and off campus.

Please sign below if you are able to perform these duties.

X \_\_\_\_\_  
Signature

Have you ever participated in a youth group before?  
If YES please give a brief description of your experience.

YES/ NO

\_\_\_\_\_

\_\_\_\_\_



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What Campus Ministry events did you participate in at abc university?

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Have you ever been on retreat before?

YES/ NO

If YES please give a brief description of your experience.

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Please answer on a separate piece of paper:

1. Why do you want to become a Peer Ministry Team member? (If you are currently a team member, what were your personal accomplishments as part of the team this year?)
2. What skills and experiences will you bring to the team?

Choose your top three (label them 1-3) :

\_\_\_\_\_ Coordinate Freshman Retreat

\_\_\_\_\_ Coordinate Winter Retreat

\_\_\_\_\_ Lead a Faith Sharing Group

\_\_\_\_\_ Coordinate Praise and Worship Fellowship

\_\_\_\_\_ Coordinate Breads and Spreads Round Table

\_\_\_\_\_ Coordinate Christian Athletes Fellowship

\_\_\_\_\_ Coordinate Sunday Mass Liturgical Ministers (Lectors, Eucharistic Ministers, Altar Servers)

\_\_\_\_\_ Start a new group, fellowship, etc. (explain your idea on a separate sheet of paper)

## APPENDIX B

### RETREAT OUTLINE/ TIMELINE

#### **Friday (Day 1)**

4:30 Arrive at Retreat Venue/ Room or bunk assignments  
 5:00 Icebreakers/ Name Tag Activity  
 5:30 Dinner  
 6:30 Talk (Characteristics of a Leader)  
 7:00 Journaling  
 7:30 15 minute break  
 7:45 Group discussion  
 8:15 “A Single Shard”/ Apprenticeship  
 8:45 Clay Activity  
 9:15 Break with snacks and drinks  
 9:30 Group discussion  
 10:00 Prayer  
 Free time until lights out

#### **Saturday Continued**

8:45 Taize Prayer Service  
 10:00 Free time until lights out

#### **Sunday (Day 3)**

8:00 Breakfast  
 9:00 Talk (Servant Leadership)  
 10:00 Leave retreat venue  
 11:00 Mass on campus

#### **Saturday (Day 2)**

8:00 Breakfast  
 9:00 “Cogs and Wheels” Icebreaker  
 9:20 Talk (Team Development)  
 9:40 journaling  
 10:00 Event planning activity  
 11:00 15 minute break  
 11:15 group discussion and presentations  
 12:00 Lunch  
 1:00 Free time  
 3:00 Talk (evangelization)  
 4:00 Prayer partner activity  
     Journaling  
 5:00 Dinner  
 6:00 Talk (Advocacy)  
 7:30 Talk (prayer and practice)  
 8:30 15 minute break

## APPENDIX C

### MUSIC AND SONG

#### *Who am I*

#### **Casting Crowns**

**Written by John Mark Hall**

Who am I, that the Lord of all the earth  
Would care to know my name  
Would care to feel my hurt?  
Who am I, that the bright and morning star  
Would choose to light the way  
For my ever wandering heart?

Not because of who I am  
But because of what you've done  
Not because of what I've done  
But because of who you are

I am a flower quickly fading  
Here today and gone tomorrow  
A wave tossed in the ocean  
A vapor in the wind  
Still you hear me when I'm calling  
Lord, you catch me when I'm falling  
And you told me who I am  
I am Yours, I am Yours

Who am I, that the eyes that see my sin  
Would look on me with love  
And watch me rise again?  
Who am I, that the voice that calmed the sea  
Would call out through the rain  
And calm the storm in me?

#### **See also**

<http://vimeo.com/7574917>

Not because of who I am  
But because of what you've done  
Not because of what I've done  
But because of who you are

I am a flower quickly fading  
Here today and gone tomorrow  
A wave tossed in the ocean  
A vapor in the wind  
Still you hear me when I'm calling  
Lord, you catch me when I'm falling  
And you told me who I am  
I am Yours

Not because of who I am  
But because of what you've done  
Not because of what I've done  
But because of who you are

I am a flower quickly fading  
Here today and gone tomorrow  
A wave tossed in the ocean  
A vapor in the wind  
Still you hear me when I'm calling  
Lord, you catch me when I'm falling  
And you told me who I am  
I am Yours

I am Yours, I am Yours  
Whom shall I fear?  
Whom shall I fear?  
'Cause I am Yours  
I am Yours

**The Potter's Hands**  
**By Hillsong**

**See also**

[www.youtube.com/watch?v=bgXL3y9RIbI](http://www.youtube.com/watch?v=bgXL3y9RIbI)

Beautiful Lord, Wonderful savior  
I know for sure all of my days are held in  
your hands  
Crafted into your perfect plans

You gently called me into your presence  
Guiding me by Your Holy Spirit  
Teach me dear Lord to live all of my life  
Through your eyes

I'm captured by your holy calling  
Set me apart. I know you're drawing me to  
yourself  
lead me, Lord. I pray

Oh Take me, mold me, use me, fill me  
I give my life to the potter's hand

Oh Call me, guide me, lead me, walk beside  
me  
I give my life to the potter's hand

You gently call me into your presence  
Guiding me by your holy spirit  
Teach me dear lord to live all of my life  
through your eyes

I'm captured by your holy calling  
Set me apart. I know you're drawing me to  
yourself  
lead me, Lord. I pray

Oh Take me, mold me, use me, fill me  
I give my life to the potter's hand

Oh Call me, guide me, lead me, walk beside  
me  
I give my life to the potter's hand>

**Lifesong****By Casting Crowns**

Empty hands held high  
 Such small sacrifice  
 If not joined with my life  
 I sing in vain tonight  
 May the words I say  
 And the things I do  
 Make my lifesong sing  
 Bring a smile to You  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 I want to sign Your name to the end of this  
 day  
 Knowing that my heart was true  
 Let my lifesong sing to You  
 Lord, I give my life  
 A living sacrifice  
 To reach a world in need  
 To be Your hands and feet  
 So may the words I say  
 And the things I do  
 Make my lifesong sing  
 Bring a smile to you  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 I want to sign Your name to the end of this  
 day  
 Knowing that my heart was true  
 Let my lifesong sing to You

**See also**

[www.youtube.com/watch?v=rXilbs5a-iI](http://www.youtube.com/watch?v=rXilbs5a-iI)

Hallelujah  
 Hallelujah  
 Let my lifesong sing to You  
 Hallelujah  
 Hallelujah  
 Let my lifesong sing to You  
 Hallelujah  
 Hallelujah  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 I want to sign Your name to the end of this  
 day  
 Knowing that my heart was true  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 Let my lifesong sing to You  
 Let my lifesong sing to You (Jesus, let my  
 lifelong sing to You)  
 I want to sign Your name to the end of this  
 day  
 Knowing that my heart was true  
 Let my lifesong sing to You

**Lord Help me to Tell Your Story****By: Tim Moyler, Donna Vann**

Lord help me to tell your story  
To those who've never heard  
How you lived and died for us  
You are the way to  
God  
I want to go, Lord, in your power  
Telling the story of your name  
I want to say what you said, do what you did  
Tell the world the reason you came  
Lord help me to tell my story  
Of what you've done for me  
Give me courage, Lord, to say  
How you have set me free  
  
Lord, so many live in darkness  
Lost in an endless night  
Help them search and find you, Lord  
And fill them with your light

**See Also**

[www.youtube.com/watch?v=L0Tckk9gWU0](http://www.youtube.com/watch?v=L0Tckk9gWU0)

You came down from heaven  
Born in a stable  
Grew as a child in the wisdom of God  
Teaching and preaching  
Healing and blessing  
Stirring up anger, you died on a cross  
Sealed in a tomb  
Burst from the grave  
Ascended to heaven  
And you're coming again

**Heroes (we could be)****By: Alesso**

We go hideaway in daylight  
 We go undercover when under sun  
 Got a secret side in plain sight  
 Where the streets are empty  
 That's where we run

Everyday people do  
 Everyday things but I  
 Can't be one of them  
 I know you hear me now  
 We are a different kind  
 We can do anything

We could be heroes  
 We could be heroes  
 Me and you  
 We could be heroes  
 We could be heroes  
 Me and you  
 We could be

Anybody's got the power  
 They don't see it  
 'Cos they don't understand  
 Spin around and run for hours  
 You and me we got the world in our hands

Everyday people do  
 Everyday things but I  
 Can't be one of them  
 I know you hear me now  
 We are a different kind  
 We can do anything

We could be heroes  
 We could be heroes  
 Me and you  
 We could be heroes  
 We could be heroes  
 Me and you  
 We could be

**See also**

[www.youtube.com/watch?v=fVEo74CwiG4](http://www.youtube.com/watch?v=fVEo74CwiG4)

We could be heroes  
 We could be heroes  
 Me and you  
 We could be

**The Servant Song**  
**By: Maranatha**  
**Written by: Richard Gillard**

**See also:**

[www.youtube.com/watch?v=kdmgpMfnjdU](http://www.youtube.com/watch?v=kdmgpMfnjdU)

Brother, let me be your servant.  
Let me be as Christ to you.  
Pray that I might have the grace  
To let you be my servant, too.

We are pilgrims on a journey.  
We are brothers on the road.  
We are here to help each other  
Walk the mile and bear the load.

I will hold the Christ-light for you  
In the night time of your fear.  
I will hold my hand out to you;  
Speak the peace you long to hear.

I will weep when you are weeping.  
When you laugh, I'll laugh with you.  
I will share your joy and sorrow  
Till we've seen this journey through.

When we sing to God in heaven,  
We shall find such harmony  
Born of all we've known together  
Of Christ's love and agony.

Brother, let me be your servant.  
Let me be as Christ to you.  
Pray that I might have the grace  
To let you be my servant, too.



APPENDIX D  
TAIZÉ PRAYER SERVICE

**Reading:** Luke 14:15-23

**Chant:** “The Kingdom of God”

The kingdom of God is justice and peace and joy in the Holy Spirit.

Come, Lord, and open in us the gates of your kingdom.

See: [www.youtube.com/watch?v=WL1\\_IhVTJmk](http://www.youtube.com/watch?v=WL1_IhVTJmk)

**Reading:** Psalm 103: 1-13

**Chant:** “Bless the Lord”

Bless the Lord my soul, and bless God’s holy name.

Bless the Lord my soul, who leads me in to life.

See: [www.youtube.com/watch?v=t4Svh-9ohg4](http://www.youtube.com/watch?v=t4Svh-9ohg4)

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