



Dear Sophomores:

The 2020/2021 school year begins the 36<sup>th</sup> year of the Sophomore Service Training program at Bishop Watterson High School. This will be by far our most interesting year yet! Sophomore Service Training Program (SSTP) is an opportunity to make a difference. You can make this opportunity come alive with your commitment, your energy, and your enthusiasm. You carry forward a strong Watterson tradition of service to the community. As your Service Director, it is my pleasure to welcome you and invite you to enjoy and grow in this opportunity to make a difference. Our hope is that Sophomore Service takes your faith beyond the classroom and into the real world. I hope you will come to see this year as a springboard to embark on a lifetime of service of others. I ask you to use your Bishop Watterson education in the service of others and in imitation of Jesus.

Many of you already know the fun and joy of service. This program is designed to give you time and support and to put your faith into action as you spend time reflecting and growing with this process. This program is about why we serve, how we serve and about how we treat others as we serve.

Since SSTP is such an integral part of the Sophomore Theology curriculum, you will make a specific commitment to a particular project and follow it through to a successful evaluation in order to pass into Junior year at Watterson. To accomplish this, it will be your responsibility to invest in yourself—both in terms of your time and energy.

### **STEP 1: DISCERNMENT**

**Sophomore students will have two options to complete the Sophomore Service requirements for the upcoming year. This is different than what we originally planned in the Spring of 2020.** With all the time and energy you will be investing in your service project, it is important that you choose the right service placement for yourself. Because of the logistics required to successfully execute the Sophomore Service Project, the decision you make MUST be final. **Once a project is assigned, there will be no “switching” or alternative placements.**

## **PROJECT 1: Service “Book” Report**

**Due: THURSDAY, MARCH 11, 2021**

Students will select a book from a pre-selected approved list of choices. Students will be required to read the book in its entirety, complete the assigned discussion questions, and complete the reflection paper to accompany the reading. Students are responsible for obtaining the book, no copies will be provided by BWHS. See attached description for more specifics on books and requirements.

## **PROJECT 2: “Digital” Service Project**

**Due: January 27, 2021 or March 11, 2021 or May 6, 2021**

This project will consist of two parts- an interview with a service site supervisor, and a small dedication of your talents and/or goods to best fit the needs of the site. A final 4-6 page paper will be turned in on your deadline. See attached description for more specifics on sites and requirements.

Spend time thinking about and discussing with your parents these considerations:

1. What group of people am I most interested in serving? Young children? Those who are impoverished, or hungry? Do I want to help a special population or the elderly? What group has been most effected by COVID?
2. Am I willing to mail in my final service project, or will I be willing to physically drop off my goods.
3. The number of service commitment hours depends on the needs of the placement, and could vary between one placement and another. You must keep the commitment you choose to make.

## **STEP 2: SIGN UP**

The initial sign up for the SSCP will take place through Google Forms this year. At this first sign up, you will decide if you will be participating in the **Service “Book” Report** or **“Digital” Service Project**. If you select the Service Book Report, this confirms your placement for Sophomore Service. If you select the Digital Service Project we will most likely need to move to a computer lottery system. Since some sites have a limited number of openings, we believe a computer lottery system will insure that each student has the same opportunity to receive his/her first or second choice.

## **DEADLINES:**

The Following Deadlines must be met:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> 09/21/2020 | Parental Signature on Service Packet   |
| <input type="checkbox"/> 09/28/2020 | Initial Google Form Submitted with Parent Endorsement.   |
| <input type="checkbox"/> 09/30/2020 | If Applicable, Prepared Worksheet with Digital Service Choices   |
| <input type="checkbox"/> 10/1/2020* | Computer scheduling in theology 10 class. <ul style="list-style-type: none"><li>○ After you have scheduled please turn in your Prepared Worksheet.</li></ul> |

\*This date has the potential to change due to the nature of computer lab scheduling.

If you select the “Digital” Service Project you will prepare a worksheet that indicates your name, student ID, birthday, your first, second, third, and fourth choices. A parent must double check and sign your worksheet.

After the computer scheduling process, in random order, the computer will place each student into their Sophomore Service Training Program site. The period you submit your choices will have no influence on the choices you are assigned.

Please note, your choices cannot be processed without a completed and parental signed worksheet. This means that if you are late turning it in, you will be scheduled “by hand” after the computerized sign-up and less likely to receive your preferences.

All students will be notified of the results of the lottery phase of the sign-up procedure as soon as possible.

### **STEP 3: SERVICE**

Because this is your commitment, it is your responsibility to mark on your calendar the dates and times of your service site/ reading commitments. You will receive no reminders.

If you are working with the Digital Service Project you will be given the name of your supervisor or contact person and the appropriate phone number and/or e-mail address at which to contact your supervisor. Contact information for supervisors will also be posted online found under your theology class. Please contact the supervisor yourself, introducing yourself as a Watterson sophomore who has chosen their site at which to do your sophomore service. If necessary, you may use the telephone in the Theology office to place a call during your study hall or theology class.

It is your job to find out from your supervisor exactly what is expected of you. Take the initiative--ask questions. Likewise, we encourage you to talk about your expectations during the initial process. It is important that you let people know about you.

## **ABOUT SPECIAL PLACEMENTS**

Unfortunately because of the restraints of Covid-19 there will be NO special placements this school year.

## **FINAL NOTES:**

You are not alone in all of this! It is my job to serve as a liaison between you and the service sites. If you encounter ANY difficulties with the placement/people, contact me IMMEDIATELY so I can help you. Leave a note in my mailbox, stop in to see me during your lunch period or study hall or email me ([kbowman@cdeducation.org](mailto:kbowman@cdeducation.org)).

Should you fail to meet your Deadline without prior accommodations made, you will complete the Sophomore Service Training Program during the Summer Months for a fee, at the time and place determined by the Service Director.

**Should you not successfully complete your Sophomore Service Training Program during this school year, you will not be able to return to Watterson as a Junior.**

Please take the time to go over this outline carefully. Include your parents, as they are an important part of your Training Program experience. Consult with your Theology teacher and with me if you have questions. We wish you every success! I look forward to working with you.

Sincerely,

*Karissa Bowman*

Mrs. Karissa Bowman  
Service Program Director

Please Detach and Give to Theology Teacher By: September 21, 2020

I have read and understand the contents of this packet. I understand fully the expectations of the Watterson Sophomore Service Training Program.

Students Name : \_\_\_\_\_

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Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# **“Digital” Service Project**

Through personal research and in conjunction with an interview with your service supervisor, you should be able to complete and answer the following questions. In total, your question responses should amount to approximately 4-6 pages.

While there is no specific set of interview questions, please reach out to Mrs. Bowman or your theology teachers if you need help in forming interview questions. Interviews will need to be conducted over the phone or via Zoom, Google Meets, etc. **DO NOT send an emailed list of questions for your supervisor to answer.** Student who are found to simply email will not get credit for the interview portion of the questions.

**There are no re-writes for the Sophomore Service Training Program Paper.**

**Due dates correspond with your seasonal deadline.**

**Fall Deadline: January 27, 2021**

**Winter Deadline: March 11, 2021**

**Spring Deadline: May 6, 2021**

1. Research your assigned service site. Please provide the following information:  
A description of the program (4 Points) including when it was founded (2 Points), the name of your supervisor (2 Points), and what their position is within the agency. (2 Points) If available, also include the agency's purpose or mission.
2. Describe in detail the cliental of your service site. (5 points)
3. Describe in detail the services your site provides to its clients. (5 points) What do you feel is the most important service that this site provides to the people they service? (5 points)
4. If a volunteer were to serve at this site in a “traditional” or “normal” year, what would volunteer responsibilities look like? What would they do? Who would they interact with? (5 points)
5. How has the COVID-19 pandemic effected your service site? Provide 3 specific details. (15 points)
6. What has been the most challenging or difficult component for your service site during COVID-19? (5 Points)
7. Have there been any “hidden blessings” or unseen benefits to your service site from the COVID-19 pandemic? (5 Points)
8. Your supervisor will give you a small “service project” to complete – describe the project. (10 points) How does this project model the service to which Christ calls us? (10 points)

9. In the future, what potential gifts or talents could you offer to this site? It is not a requirement to do so by any means, more to critically think how your gifts could have been utilized in a non-COVID year. (10 points)

10. What was the most important thing that you learned about your service site and the people you served? (10 Points)

\*\* The other 5 points will be for turning in the paper on time. Teacher discretion for points taken away for lack of a proper heading and using TNR, 12 point font, etc.

# **“Digital” Service Project**

In addition to the interview questions, with the help and guidance of your supervisor, you will create a small service project to help offset some of the burdens placed on the organization by COVID-19. Please note, the needs of the site can change throughout the year, so what a fellow student may have put together in November, may not be as needed in May. The important part is to work with your supervisor! They will guide you on how your gifts can best be utilized. If you feel the project your supervisor has suggested is too burdensome, please see me, Mrs. Bowman, for help, clarification or guidance.

## **Bottoms Up**

Supervisor: Jo Welsh

Contact Information: Jo Welsh jo@bottomsup.life

Suggested Project: Diaper and Wipe Bundles. Work with Ms. Welsh on specifics of items and quantity.

Additional Notes/Requirements: Items will be collected at school on the established seasonal deadline. For example, if you are a winter deadline, your items will be brought to school on March 11, 2021.

## **The Forum at Knightsbridge**

Supervisor: Connie Fellers

Contact Information: Connie Fellers: CFellers@5ssl.com

Suggested Project: Creation of 30 homemade greeting cards for residents OR holiday gift bundle consisting of holiday puzzle and bath and body lotions (specifics will be provided by Ms. Fellers.)

Additional Notes/Requirements **Cards/Bundles will need to be dropped off at The Forum** by the appropriate seasonal deadline. For example, if you are a winter deadline, your items will be dropped off by March 11, 2021.

## **Hope Hollow**

Supervisor: Jane Jacqueline-Clark

Contact Information: hope@hopehollow.com

Location: 5600 Olentangy River Road, 43235

Suggested Project: Students will be requested to make homemade cards that can be distributed to patients and the James currently undergoing treatment. Students may also be requested to make cookies for the families of patients undergoing treatment. Quantity of cards/cookies TBD by the supervisor and student.

Additional Notes/Requirements: Cards/Cookies will need to be dropped off at site. There will be short videos included in the experience to watch for a better understanding of Hope Hollow and the mission they serve.

### **Run the Race**

Supervisor: Rachel Muha

Contact Information: [rachel.muha@gmail.com](mailto:rachel.muha@gmail.com)

Location: 2500 Gardner Rd Galloway, OH 43119

Suggested Project: School Supply Bundles- Crayons, Construction Paper, Gently used board games, picture books, etc. Work with Ms. Muha on specifics. **Items will need to be dropped off at Run the Race.**

Additional Notes/Requirements: Students will also engage in a “pen pal” relationship between elementary “racers” where High School students interview racers and vice versa.

### **St. Francis Center: McArthur, OH**

Supervisor: Ashley Riegel

Contact Information: [ariegel@columbuscatholic.org](mailto:ariegel@columbuscatholic.org)

Suggested Project: Students will work with Ms. Riegel on non-perishable food bundles. The items may change depending on the season but may include: a handful of boxes of pasta with jars of sauce, mac and cheese, canned soups, peanut butter, etc. Toiletries, Diapers and Wipes may also be requested. Work with Ms. Riegel on specifics of items and quantity.

Additional Notes/Requirements: Items will be collected at school on the established seasonal deadline. For example, if you are a winter deadline, your items will be brought to school on March 11, 2021.

### **St. Lawrence Haven**

Supervisor: Terri Kernan

Contact Information: [tkernan@cdeducation.org](mailto:tkernan@cdeducation.org)

Suggested Project: Students will participate in the monthly Watterson Alumni St. Lawrence Haven Sandwich program. St. Lawrence Haven is the St. Vincent DePaul sack lunch program. Items and quantity may change but could include bringing to school pre-made sandwiches, chips, fruit, cookies, etc.

Additional Notes/Requirements: Items will need to be dropped off on requested mornings in the athletic office or the Dominican Hall Kitchen. Check with Mrs. Kernan Prior to drop off day.

### **Women's Care Centers**

Supervisor: Madeline Pesavento

Contact Information: [madeline@supportwcc.org](mailto:madeline@supportwcc.org)

Location: TBD

Suggested Project: Newborn bundles- bottles, wipes, clothes, diapers, etc. Work with Ms. Pesavento on specifics of items and quantity.

Additional Notes/Requirements: **Items will need to be dropped off at location.**

## **Service “Book” Report**

All books were selected first and foremost because we believe them to have powerful connections to our Christian faith as well as the populations the traditional Sophomore Service Project would serve. Each book will incorporate different themes and foster critical thinking about the populations we aim to serve with the Sophomore Service Training Program. All books are appropriate high school reading level. As a reminder, if you chose the Service Book Report you will be responsible for choosing one book, reading the book in its entirety, completing the assigned discussion questions, and completing the reflection paper to accompany the reading. In total, the discussion questions and reflections should amount to approximately 4-6 pages.

**There are no re-writes for the Sophomore Service Training Program Paper.**

**The due date for all Service Book Reports will be March 11, 2021.**

## **Service “Book” Report - Reflections**

In addition to the discussion questions, the final component of your Service “Book” Report is to complete a final reflection. In total, this section of questions/responses should amount to approximately 2-4 pages.

1. Please provide the following information:
    - a. What is the Title/Author of your book (2 Points)
    - b. What Year was it published (1 Point)
    - c. A short summary of the book (7 Points)
  2. What is the setting of the story? How does it impact the plot? (5 Points)
  3. What is the main conflict of the story? (5 Points)
  4. Our tradition service sites work with young children, the especially challenged, the impoverished, the elderly, hospital residents, and the general population. Which area of our service population sites did you book address? (2 Points) Describe the population. (3 Points) Did it look like what you expected? Why or why not? (5 Points)
  5. What insights did you gain about the population in the book? (15 Points)
  6. In the future, what potential gifts or talents could you offer to this population? It is not a requirement to do so by any means, more to critically think how your gifts could have been utilized in a non-COVID year. (10 Points)
- \*\* The other 5 points will be for turning in the paper on time. Teacher discretion for points taken away for lack of a proper heading and using TNR, 12 point font, etc.

# Title Selections

## 1. Adam by Henri Nouwen

*Adam Arnett died in February 1996. Adam, who could not speak or even move without assistance, was the first person Henri was asked to care for when he moved to L'Arche Daybreak north of Toronto. Henri's book is about the friendship that developed between the two men. He explains why Adam was not only his friend, but also his teacher and his guide. Henri ultimately sees Adam's story as similar to Jesus' story. You can see just from the chapter titles how Henri leads you through Adam's early years, his public life and finally, his death and resurrection. In doing so, he helps us see how people can be great gifts to us if only we let them in.*

## 2. Mercy in the City by Kerry Weber

*Mercy in the City is a witty and truly authentic grappling with the living out of our faith and call to do more for others, in a society that often seems to run counter to these. As a single "millennial" in the heart of NYC, Kerry decides to embark on a self-imposed Lenten challenge to engage the Corporal Works of Mercy. While many of us might consider attempting one of these in 40 days...Kerry goes for all seven. She does this not from an "overly pious" approach, but from an honest encounter with love and mercy. For example: Give Drink to the Thirsty: Having volunteered to pass out water to runners in the NYC half marathon, there is a realization that helping others isn't a matter of "forcefully thrusting" our gifts upon them. Instead, it is to be a humble offer, a supportive nudging at most, to draw nearer to the life giving water of Christ that we are all so in desperate need of.*

## 3. Just Mercy by Bryan Stevenson

*Just Mercy is Bryan Stevenson's account of his decades-long career as a legal advocate for marginalized people who have been either falsely convicted or harshly sentenced. Though the book contains profiles of many different people, the central storyline is that of the relationship between Stevenson, the organization he founded (the Equal Justice Initiative, or EJI), and Walter McMillian, a black man wrongfully accused of murder and sentenced to death in Alabama in the late 1980's. Throughout the book, Stevenson provides historical context, as well as his own moral and philosophical reflections on the American criminal justice and prison systems. He ultimately argues that society should choose empathy and mercy over condemnation and punishment. Born to a poor black family in rural Delaware, Stevenson grew up questioning the racial and economic inequality that he witnessed in his community. The story of Stevenson's career begins when, while attending Harvard Law School, he interns with the Southern Prisoners Defense Committee (SPDC). After meeting and befriending Henry, a death row inmate, Stevenson recognizes his passion for prison justice and for fighting against the death penalty. He moves to Atlanta to work for the SPDC, and he eventually relocates to Montgomery, Alabama to found EJI.*

#### **4. Same Kind of Different as Me by Ron Hall and Denver Moore**

*Ron Hall is a rich international art dealer in Texas. Although not enjoying the same paycheck size as that of his clients', he is invited into their sphere. When his wife Deborah decides to help out at a homeless shelter, Ron agrees to go. Soon, Ron forms a friendship with Denver, a man whom all homeless people and people on the streets are terrified of. This book is a chronology of their friendship, Deborah's battle with cancer, and how the love of God is at work, changing lives.*

#### **5. Irresistible Revolution by Shane Claiborne**

*Many of us find ourselves caught somewhere between unbelieving activists and inactive believers. We can write a check to feed starving children or hold signs in the streets and feel like we've made a difference without ever encountering the faces of the suffering masses. In this book, Shane Claiborne describes an authentic faith rooted in belief, action, and love, inviting us into a movement of the Spirit that begins inside each of us and extends into a broken world. Shane's faith led him to dress the wounds of lepers with Mother Teresa, visit families in Iraq amidst bombings, and dump \$10,000 in coins and bills on Wall Street to redistribute wealth. Shane lives out this revolution each day in his local neighborhood, an impoverished community in North Philadelphia, by living among the homeless, helping local kids with homework, and "practicing resurrection" in the forgotten places of our world. Shane's message will comfort the disturbed, and disturb the comfortable . . . but will also invite us into an irresistible revolution. His is a vision for ordinary radicals ready to change the world with little acts of love.*

#### **6. The Grace of Enough by Haley Stewart**

*Do you ever feel caught in an endless cycle of working harder and longer to get more while enjoying life less? The Stewart family did—and they decided to make a radical change. Popular Catholic blogger and podcaster Haley Stewart explains how a year-long internship on a sustainable farm changed her family's life for the better, allowing them to live gospel values more intentionally.*

*When Haley Stewart married her bee-keeping sweetheart, Daniel, they dreamed of a life centered on home and family. But as the children arrived and Daniel was forced to work longer hours at a job he liked less and less, they dared to break free from the unending cycle of getting more yet feeling unfufilled. They sold their Florida home and retreated to Texas to live on a farm with a compost toilet and 650 square feet of space for a family of five. Surprisingly, they found that they had never been happier.*

*In The Grace of Enough, Stewart shares essential elements of intentional Christian living that her family discovered during that extraordinary year on the farm and that they continue to practice today.*

## **7. Tattoos on the Heart by Father Gregory Boyle**

*Beginning in the 1980s, Father Gregory Boyle began to preach from the Dolores Mission church, located in one of the poorest parts of the city of Los Angeles. Boyle, a Jesuit by training, witnessed the extent of the gang violence in his new community. Teenagers and even little children were killed every week, and there was an overall mood of hopelessness. Boyle decided that he would use his religious training to address these terrifying problems. He reformed the rules of the church and made a point of welcoming all people, gang members or not, to Mass. He also founded a school program for gang members who'd been kicked out of their ordinary schools. Finally, with the help of the powerful philanthropist Ray Stark, he founded a nonprofit called Homeboy Industries. This company was designed to provide employment, tattoo removal, psychiatric counseling, and other services for ex-gang members looking to change their lives. Boyle's memoir is structured around the dozens of young people with whom he's interacted over the years. Each chapter discusses different gang members and ex-gang members Boyle meets, and the moral lessons Boyle learns from them.*

## **8. Barking to the Choir by Father Gregory Boyle**

In a nation deeply divided and plagued by poverty and violence, *Barking to the Choir* offers a snapshot into the challenges and joys of life on the margins. Sergio, arrested at nine, in a gang by twelve, and serving time shortly thereafter, now works with the substance-abuse team at Homeboy to help others find sobriety. Jamal, abandoned by his family when he tried to attend school at age seven, gradually finds forgiveness for his schizophrenic mother. New father Cuco, who never knew his own dad, thinks of a daily adventure on which to take his four-year-old son. These former gang members uplift the soul and reveal how bright life can be when filled with unconditional love and kindness. Gently and humorously, *Barking to the Choir* invites us to find kinship with one another and re-convinces us all of our own goodness.

# **Service “Book” Report – Discussion Questions**

Discussion questions are worth a total of 40 points, or 5 points per question. Discussion questions should be attached to your final reflection questions and turned in on March 11, 2021. Each question should be approximately 3-5 sentences.

## **Adam by Henri Nouwen**

1. When you think of a person with disabilities that you know, do you wonder if that person needs your care – or somebody else’s care – more than you consider what gifts the person has to offer?
2. For Adam’s parents, taking the time to care for him was a high priority but not a burden. That is love. What in your life might seem like a burden because of the time that is required of you, but may actually be teaching you something? What is it teaching you?
3. Is there anyone in your life or community who may be as powerful a teacher as Adam was? Who? Why? Have you ever perceived of this person as offering a gift of love to you?
4. What reaction do you have when you read that Murray the successful businessman has worries, fears and failures (page 62), Cathy the wealthy woman suffered from depression and wondered whether she was lovable (pages 72-73), and that Henri himself resisted accepting the reality that he was emotionally out of control, weak, dependent, needy and vulnerable (page 79)?
5. Adam was never able to express in words what was ailing him. Have you ever had a loved one who was too sick, too disabled or too young (e.g., a baby) in a similar position? What did you do? Do you believe the person knew you were there and could feel your love?
6. How has the story of Adam’s life and death touched your life?
7. “In Adam, we touched the living Christ among us.” (page 111) Do you have an ‘Adam’ in your life, someone who speaks to you about God? Can you share with the group something about their life and your relationship? What has it meant for you to have this person in your life?
8. Henri says that he could not have told Adam’s story if he had not first known Jesus’ story. “Jesus’ story gave me eyes to see and ears to hear the story of Adam’s life and death.” (page 126) What does this statement mean to you?

### **Mercy in the City by Kerry Weber**

1. Kerry says that city living can make you stop seeing Christ in people. What part of your daily experience may be causing you not to see Christ in people?
2. Which Corporal Works of Mercy that Kerry completed did you most relate to- why?
3. Which Corporal Work of Mercy do you feel is the most important that Kerry completed and why
4. As a teenager in 2020/2021, which Corporal Work of Mercy do you find it the easiest to “take on”? Which Corporal Work of Mercy is the hardest? Explain.
5. It takes work to see Christ in people. Do you feel as though you are “putting in the work?” Who is someone you know who regularly “puts in the work?”
6. What does it mean to say that “mercy is a whole new way of life?”
7. Even the smallest acts of mercy matter. What was a small act of mercy that someone recently performed for you? How and why did it matter?
8. What can you do today to help someone know that he or she doesn’t have to “go it alone?”

### **Just Mercy by Bryan Stevenson**

1. Is there anything about which you think or feel differently as a result of reading Just Mercy?
2. Who would you say is the center of this book: Bryan Stevenson or Walter McMillian?
3. Which details of Walter's case were most difficult for you to accept? Was it difficult to believe that this could really happen?
4. Do you believe as Stevenson does, that we are more than the worst thing we have ever done? What effect, if any, should that belief have on the justice system?
5. Stevenson laments that "the opposite of poverty is not wealth; the opposite of poverty, in too many places, is justice." How do you feel when you read those words?
6. Which other cases were memorable for you? Were you angry? Saddened? Did any moments bring satisfaction?
7. Do you agree that the character of a nation is determined by how it treats the broken, the poor, the oppressed? Is this realistic?
8. Consider the title. What did you take it to mean before you read and/or what does it mean to you now?

### **Same Kind of Different as Me by Ron Hall and Denver Moore**

1. At the beginning of the book, what kind of person is Ron Hall? How would you describe him (how does he describe himself)? Why does he agree to volunteer at the homeless shelter, and what is his initial reaction in doing so?
2. Talk about the trajectory of Denver Moore's life. What events have landed him in the homeless shelter? Discuss the differences between his life and Ron Hall's. What is Denver's world view?
3. Talk about Deborah Hall? What inspires her life? What does she think of Denver Moore?
4. Eventually, Denver and Ron, two men who have lived vastly different lives, become close friends. What do the two see in one another? What draws them together?
5. What is the meaning of the book's title, "Same Kind of Difference as Me"? What does it refer to?
6. How do both men change by the end of the book? What do they learn from or teach each other?
7. This is a story about how hate and prejudice can be overcome by love and grace. How difficult is that achievement in most of our lives? What can this book teach us?
8. Does this book inspire you? If so, in what ways?

## **Irresistible Revolution by Shane Claiborne**

1. What do you think it means to say “we no longer have martyrs, only celebrities”?
2. How do you feel when reading the story of St Edwards? Who did the wrong thing here? The Catholic church? The homeless families? Shane and his friends? What message do you hear for your local church in this story?
3. What do you think Kierkegaard was saying when he asked ‘have we stopped living Christianity in order to study it’? Was he right? What are the consequences of this?
4. What insulates you from the poor? What layers are there between your own life, and the lives of those who are broken and hurting? How could you remove some of those layers?
5. Name some of the key areas in our culture, our society and your community that could be challenged by a ‘theology of enough’. What about some areas in your own life?
6. . Who is the Jesus you follow? What does it mean to you personally, to say that you are a disciple of Jesus Christ?
7. Chapter 9: Jesus is for losers: What do you think of the title of this chapter? How do you respond to such a sentiment?
8. What is the point of doing small things? How do you respond to Mother Teresa’s quote: ‘We can do not great things, only small things with great love. It is not how much you do but how much love you put into doing it.’? How does this contrast with a society in which the call is to be great, or at least famous?

### **The Grace of Enough by Haley Stewart**

1. Life on a sustainable farm isn't for everyone. What is your "dream" job? What are some of the quality-of-life-issues that are most important to you?
2. How might you go about determining if you have more possessions than you need? How might your possessions be overwhelming you, distracting you, and eating up your valuable time? Can you think of a recent example when your possessions got in the way of your relationship with those you love?
3. Haley and her family experienced a newfound sense of appreciation for creation on the farm, yet she acknowledges that not everyone is called to a rural life. What practical steps can you take to regularly find awe and beauty in God's creation?
4. How often do you eat meals as a family? It may not be possible for you to sit down together three times each day, but how might it be possible to eat more meals together?
5. What simple prayers, devotions or other family traditions can you cultivate to nurture your family or community life?
6. While fishing and hunting can be enjoyable pasttimes for some, some people might have difficulty teaching their young children the "hard facts of life" in this way. What did you think of this part of Haley's story? What is the connection between buying locally grown meat and produce and being good stewards of the earth?
7. How has technology been a positive connector in your life? What are some examples of healthy ways that we can nurture relationships online? At what point does technology cease to be a tool and become a trap?
8. Think of a time when you felt despair over the state of the world. How did you find (or at what point did you decide to start finding) your way back to hope? Who are some of your favorite examples of people who choose to dwell in hope?

### **Tattoos on the Heart by Father Gregory Boyle**

1. Begin with the book's title: "Tattoos on the Heart." What does it mean...or refer to? And what is the purpose of tattoo removal?
2. How would you define, or describe, the central lesson that Father Boyle passes on—both to the young men in gangs...and to us, his readers?
3. How do inadequacy and shame function as barriers to giving and receiving love?
4. Does Father Boyle's approach to gang violence offer a realistic solution to a nationwide epidemic of poverty-violence-despair?
5. Talk about the book's individual stories: which are your favorites...which ones made you want to weep? Which made you laugh? Do you have a favorite?
6. What has made Boyle so successful in reaching the gang members? Is it his message...or is it his personal charisma...or what?
7. How does Boyle interpret the Biblical parable about the paralyzed man being lowered through the roof of the house? Boyle agrees that the story is about the healing power of Jesus. But he also sees "something more significant happening. They're ripping the roof off the place, and those outside are being let in." In what way does the parable apply to the work of Homeboys?
8. In what way were you changed by this book? What surprised you most...moved you...angered you? What did you learn by reading *Tattoos on the Heart*?

### **Barking to the Choir by Father Gregory Boyle**

1. What did you know about L.A.'s gang culture before reading the book? Did anything surprise you?
2. Boyle began working with gang members three decades ago after becoming pastor at Dolores Mission Church in East Los Angeles and later founded Homeboy Industries, now located on the edge of Chinatown and downtown. In "Barking to the Choir," he shares the personal stories of "homies" who drop by his office for counseling, write to him from jail, sign up for job training and other programs. Is there a story or person in the book that stuck with you the most? Why did you gravitate toward that story?
3. The book combines what Boyle has learned firsthand with teachings from religion, philosophy and literature. Is there any wisdom you will take away?
4. The author refers to former gang members as those living life on the margins. What does it mean to live life on the margins?
5. "Barking to the Choir" describes instances in which people challenge Homeboy Industries and criticize the way Boyle aspires to find humanity in all people, no matter their background. What do you make of the criticism?
6. In the chapter "Good Guy," the author writes, "Gangs are the places kids go when they have realized their life as a misery. And who doesn't know by now that misery loves company? But in thirty years of walking with gang members, I've never met a bad guy." Do you believe in the idea of the good guy and bad guy?
7. Toward the end of the book, Boyle writes about interactions between homeboys and police officers. What do those interactions say about the relationship between police and the communities they patrol?
8. The author writes: "Homeboy receives people; it doesn't rescue them. In being received rather than rescued, gang members come to find themselves at home in their own skin." What places make you feel at home in your own skin?