

ABIDE

A SPIRITUAL MASTER PLAN GUIDE FOR SEVENTH-DAY ADVENTIST SCHOOLS



“I am the vine, you
are the branches.
He who abides in
Me, and I in him,
bears much fruit;
for without Me you
can do nothing.”

JOHN 15:5 (NKJV)

ACADEMICS & LEARNING

BEING COMMUNITY

IDENTITY & CHARACTER

DISCIPLESHIP

EXTRAVAGANT OUTREACH

Credits

The *ABIDE Spiritual Master Plan Guide for Seventh-day Adventist Schools* was developed by the North American Division Office of Education.

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PREFACE: HOW-TO

How-To

This Spiritual Master Plan is designed to be a practical, simple guide that all stakeholders in Adventist schools (including early learning centers, elementary schools, and academies) can use to identify the spiritual state of their school – and how they might contribute to helping it improve. In order to develop a successful Spiritual Master Plan, all stakeholders must be involved in the process. A school's vision and their mission statement should underpin their Spiritual Master Plan.

SECTION 1: REFLECTION QUESTIONS—WHERE ARE WE AND WHERE DO WE WANT TO BE?

We know the importance of reflective practice when it comes to improvement. This framework provides reflective questions for stakeholders to consider the spiritual culture of the school, church, and community – on both broad and personal levels.

You are invited to reflect and respond to the questions in this document. Share honestly and without hesitation. Your responses will no doubt vary from year-to-year as you continue in your spiritual journey.

If you are an educational leader, you are encouraged to meet with every teacher – to enhance your working relationship, to provide support where necessary, to encourage, ask and share about your spiritual walk, and to pray together. This should happen every year as part of your Spiritual Master Plan. If all teachers and leaders humbly and prayerfully submit their lives and work to God every year by abiding in Jesus, the fruit will grow in abundance.

To aid the student... in entering into that relation with Christ... should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God." (Ellen White, Education, p. 30)

PREFACE: HOW-TOHOW-TO (CONTINUED)

SECTION 2: THE SPIRITUAL MASTER PLAN—HOW WILL WE GET THERE?

Once you have spent some time reflecting on your current practice on where you are in your personal and professional abiding and where you would like to be, you will be invited to use the Individual Spiritual Master Plan template to summarize your reflections in one essence statement for each of the five areas. Leaders, teachers, and other stakeholders will then share their reflections and collaborate to create a schoolwide Spiritual Master Plan (template provided).

Over time, you may want to summarize the school's spiritual journey in a short reflection that celebrates your successes. A place for this is provided at the end of the School Spiritual Master Plan template.

RESOURCES: OVERVIEW TABLES, IDEAS, AND SAMPLES

In the Resource section of this Spiritual Master Plan Guide, you will find:

- 1.** Three tables:
 - The first table outlines the heart of this plan with biblical evidence and research
 - The second table outlines general ways you and your school can abide and “bear fruit”
 - The third table provides a list of ideas and resources that will support you in the implementation of these suggestions
- 2.** Resource materials
 - Here you will find numerous and practical samples of the ideas that were shared in the tables. (Yet to be developed.)

Finally, this is not meant to be another job on your To-Do list. The purpose of creating a Spiritual Master Plan is to think big-picture; to keep God's ideal in mind – your personal salvation and that of His children.

SECTION 1: Reflection Questions

ACADEMICS & LEARNING

SEEKING EXCELLENCE THROUGH A BIBLICAL LENS

God made humankind in His image - to think, create, love, and relate. One of the primary goals of the Adventist school is to develop our students wholistically through a biblical worldview with the goal for them to achieve excellence in their God-given abilities and talents, while supporting them in areas they find challenging.

“I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.” (Psalm 32:8, NIV)

“Immeasurably superior in value to the productions of any human author are the Bible writings, even when thus considered; but of infinitely wider scope, of infinitely greater value, are they when viewed in their relation to the grand central thought. Viewed in the light of this thought, even topic has a new significance.” (Ellen G. White, Education. p. 119)

“Each Adventist school is a battlefield in which the forces of Christ are being challenged by the legions of Satan. The outcome will, to a large extent, be determined by the position given to the Bible in the Adventist school. If Adventist schools are to be truly Christian, then the biblical perspective must be the foundation and context of all that is done.” “Each topic within the curriculum, and even human life itself, takes on new meaning in the light of God’s Word.” (George Knight, Educating for Eternity, pp. 105, 106, 92)

ACADEMICS & LEARNING: SEEKING EXCELLENCE THROUGH A BIBLICAL LENS

Reflection Questions

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

Questions for educators:

1. How does (or how can) the curriculum I teach (my subjects) reflect Christ?
2. How am I (or how can I be) mindful of the Great Controversy as I teach? Where is this highlighted in the curriculum and in my interactions with students?
3. How do I (or how can I) point my students to search the Bible for answers in what I teach?
4. Where is (or where can there be) physical evidence of my school being a distinctively Adventist school?
5. How is our mission statement (or how can it be) evident and integrated in our curriculum, instruction, and assessment?

Questions for other stakeholders:

1. How does (or how can) the curriculum in our school reflect Christ?
2. How is (or how can) the Great Controversy be highlighted? Where is this highlighted in the curriculum and in interactions with students?
3. How does (or how can) the school point students to the Bible?
4. Where is (or where can there be) physical evidence of our school being a distinctively Adventist school?
5. How is our mission statement (or how can it be) evident and integrated in our curriculum, instruction, and assessment?

BEING COMMUNITY

INTENTIONALLY CONNECTING

Without a doubt, God calls us to “be” community. God said that it was not good for man to be alone and in the same way, God doesn’t want any of the educators, students, or support staff to feel alone in your school. The early Christian church modelled a vibrant community that changed the world. Being intentionally connected as a spiritual community builds meaningful relationships and helps people to remain alive and bearing fruit as they abide in Jesus. Community doesn’t necessarily mean more events; sometimes fewer but more purposeful, well-attended events can have a greater impact on community. A focus on healthy school culture will bring about a strong community.

Too often we forget the impact that our schools have on the families of our students. The interactions and sharing of information between teachers, students, and families can either seek to build eternal relationships - or not.

“So encourage each other and build each other up, just as you are already doing.” (1 Thess. 5:11, NLT)

BEING COMMUNITY: INTENTIONALLY CONNECTING

Reflection Questions

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How do I (or can I) contribute more to community amongst the staff?
2. How do I (or how can I) help build community amongst the students?
3. How do I (or how can I) reach out to the families of my students in meaningful ways that involve them in school life? What is my communication with families like and does it model a Christ-like approach?
4. What is being (or can be) done to encourage students to lead out in building community in my school?
5. To what extent are families currently involved in building community in my school? How can I involve more families (and different families) to take ownership of the community that supports our school's vision statement?
6. How does (or could) my local Adventist church promote community within the school context?

IDENTITY & CHARACTER

CHOOSING RIGHT VALUES AS THE FOUNDATION FOR RIGHT ACTIONS

Our students are faced with daily decisions - some that might impact the rest of their lives. The values that permeate an Adventist school seek to guide and provide a solid foundation for both now and the future. The ways in which we respond to students will influence the decisions they make for themselves. Showing Christ-like love at the core of how we interact will impact student identity and character. As students interact with those in their school community, personal identity in Christ can be shaped.

“Thank you for making me so wonderfully complex! Your workmanship is marvelous – how well I know it.” (Psalm 139:14, NLT)

“Character building is the most important work ever entrusted to human beings.” (Ellen White, Education, p. 225.)

“At the heart of Adventist education is the goal of empowering students to think and act reflectively for themselves rather than just to respond to the word or will of an authority figure.” (George Knight, Educating for Eternity, p. 110)

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized – this was to be the work of redemption. This is the object of education, the great object of life.” (Ellen White, Education, pp. 15, 16)

IDENTITY & CHARACTER: CHOOSING RIGHT VALUES AS THE FOUNDATION FOR RIGHT ACTIONS

Reflection Questions

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How are students and teachers (or how could they be) given opportunities to make right choices in my school? Are students (and teachers) given opportunities to fail – and learn from their failures?
2. What opportunities do I (or could I) give my students to form and shape their identities as children of God and to develop their unique spiritual gifts?
3. How do I (or how could I) demonstrate a redemptive approach to discipline?
4. In what ways are intrinsic values the foundation for motivation (rather than extrinsic), or how could they be?
5. How do I (or how could I) model Christ's character in the way I treat students? How can this be improved?
6. How do I (or how could I) model Christ's character in the way I treat other staff members? How can this be improved?

DISCIPLESHIP

BECOMING LIKE JESUS

The purpose of Adventist schools is to lead students and those in the school community into a vibrant and lifelong relationship with Jesus Christ and a personal conviction of the Seventh-day Adventist message. They are then encouraged to disciple others. While academics, social skills, and making good choices in life both now and for the future are all important aspects of an Adventist school, if our students walk away and never really know Jesus for themselves, we have failed.

“By this everyone will know you are my disciples, if you love one another.” (John 13:35, NIV)

Our greatest need is to invite Jesus Christ to be the foundation of school life and to abide in Him. “To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher’s first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God.” (Ellen White, *Education*, p. 30; Italics added)

The “all important thing” in education “should be the conversion of... Students, that they may have a new heart and life. The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose.” (Ellen White, *Fundamentals of Christian Education*, p. 436)

DISCIPLESHIP: BECOMING LIKE JESUS

Reflection Questions

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How does faith talk happen (and how might it happen) in your school community?
 - Staff sharing with staff..
 - Staff sharing with students..
 - Students sharing with students..
 - Students sharing with staff..
2. How is (or how can) the school collaborate with the church to disciple students?
3. How do (or how can) we make worship and/or chapel more relevant for our students?
4. How are families (or how can families be) involved in the discipleship process?
5. How do I (or can I) intentionally invite my students to be disciples of Jesus?
6. How would I describe my personal walk with Jesus at the moment ... and what can I do to grow as a disciple who discipled others?

E_XTRAVAGANT OUTREACH

SHARING JESUS WITH OTHERS

Sharing biblical truth and showing love to those around us in practical ways lies at the heart of what it means to live as a Christian. For your school to be both salt and light (Matt. 5:13-16), Jesus appeals to you—do not lose your flavor nor hide yourself. You are a city on a hill (Matt. 5:14) that can shine brightly to the dark corners around you. Reaching out, both practically and spiritually (after having first reached up to God, and across to each other), is what we are called to do as a school. When staff and students work together to serve others, the world changes, and in the process, so do the individuals in your school.

“I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me - the task of testifying to the good news of God’s grace.” (Acts 20:24, NIV)

“It is in service that our greatest joy and our highest education will be found.” (Ellen White, Education, p. 309)

“A major task of Christian education is to ‘help students unwrap their God-given gifts’ so that they can find their place in service to others.” (George Knight, Educating for Eternity, p. 77)

EXTRAVAGANT OUTREACH: SHARING JESUS WITH OTHERS

Reflection Questions

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How does (or how can) my school community reflect Christ?
2. What is my school's reputation in the local community (and what could it be)?
3. What service activities that fulfill my school's mission are provided to the local or global community? What additional activities could be added?
4. How do we (and how might we) share the distinctive Seventh-day Adventist message with our local or global community?

SECTION 2: Spiritual Master Plan

"I am the vine, you are the branches. He who abides in Me, and I in him, bears much fruit; for without Me you can do nothing." (John 15:5, NKJV)

Now that you have spent some time reflecting on your current practice, we invite you to think "big picture" about where you are in your personal and professional abiding and where you would like to be. The Individual Spiritual Master Plan Template asks you to summarize your reflections in one essence statement for each of the five areas. As you share this with your leaders, teachers, and other stakeholders, you will collaborate to create a Spiritual Master Plan for your school.

SPIRITUAL MASTER PLAN

Spiritual Master Plan Template (*Individual*)

School mission statement:

ABIDE CATEGORIES	WHERE AM I AT THE MOMENT?	WHERE DO I WANT TO BE?	MY PLAN IS TO... (INCLUDE TIME FRAME)	FOLLOW-UP REFLECTIONS
A CADEMICS & LEARNING				
B EING COMMUNITY				
I DENTITY & CHARACTER				
D ISCIPLINESHIP				
E XTRAVAGANT OUTREACH				

My Spiritual Journey:

SPIRITUAL MASTER PLAN

Spiritual Master Plan Template (*School*)
School name:

School mission statement:

ABIDE CATEGORIES	WHERE AM I AT THE MOMENT?	WHERE DO I WANT TO BE?	MY PLAN IS TO... (INCLUDE TIME FRAME)	FOLLOW-UP REFLECTIONS
A CADEMICS & LEARNING				
B EING COMMUNITY				
I DENTITY & CHARACTER				
D ISCIPLINESHIP				
E XTRAVAGANT OUTREACH				

Our Spiritual Journey:

Resources

In the Resource section of this Spiritual Master Plan Guide, you will find:

1. Three Tables

- The first table outlines the heart of this plan with biblical evidence and research
- The second table outlines general ways you and your school can abide and “bear fruit”
- The third table provides a list of ideas and resources that will support you in the implementation of these suggestions

2. Resource Materials

Here you will find numerous and practical samples of the ideas that were shared in the tables. (Yet to be developed.)

ABIDE: A Spiritual Master Plan for Adventist Schools

	HEART OF THE MATTER	KEY QUESTION	BIBLICAL CORE	RELEVANT RESEARCH
A CADEMICS & LEARNING	Seeking academic excellence through a biblical lens.	How can we have a wholistic approach to teaching and learning through a biblical lens?	"I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you." (Ps. 32:8, NIV)	"The Bible is not frosting on an otherwise unaltered humanist cake. It needs to be the leaven in the educational loaf, shaping the entire curriculum from its base up as it permeates through the whole school program." - Richard J. Edlin, <i>The Cause of Christian Education</i> (Northport, AL: Vision Press, 1994), 63-66.
B EING COMMUNITY	Intentionally connecting.	How can we experience authentic community on our school campus?	"May God, who gives this patience and encouragement, help you live in complete harmony with each other, as is fitting for followers of Christ Jesus." (Rom. 15:5, NLT)	"The best way to be formed in Christ is to sit among the elders, listen to their stories, break bread with them, and drink from the same cup, observing how these earlier generations of saints ran the race, fought the fight, and survived in grace." (James Frazier quoted in <i>Along the Way</i> , 2015)
I DENTITY & CHARACTER	Choosing right values as the foundation for right actions.	How can students develop their identity in Christ and make wise lifestyle decisions?	"Thank you for making me so wonderfully complex! Your workmanship is marvelous - how well I know it." (Ps. 139:14, NLT)	"Character building is the most important work ever entrusted to human beings." (EGW, <i>Education</i> , 225.) "At the heart of Adventist education is the goal of empowering students to think and act reflectively for themselves rather than just to respond to the word or will of an authority figure." (Knight, <i>Educating for Eternity</i> , p. 110)
D ISCIPLISHIP	Becoming like Jesus.	How can students and staff grow in a meaningful relationship with Christ through all that happens on campus?	"By this everyone will know that you are my disciples, if you love one another." (John 13:35, NIV) "Follow Me, and I will make you fishers of men." (Matt. 4:19, NKJV)	"The greatest human need is to get into a right relationship with God." (Knight, 68.) The "all important thing" in education "should be the conversion of... Students, that they may have a new heart and life. The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose." (EGW, <i>Fundamentals of Christian Education</i> . P. 436)
E XTRAVAGANT OUTREACH	Passionately sharing Jesus with others.	How can we passionately share Jesus and the Adventist message to our community and the world?	"I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me - the task of testifying to the good news of God's grace." (Acts 20:24, NIV)	"A major task of Christian education is to "help students unwrap their God-given gifts" so that they can find their place in service to others." (Knight, 77)

	VALUES	BY ABIDING IN JESUS, STUDENTS AND STAFF CAN BEAR FRUIT BY...	
<p>ACADEMICS & LEARNING: SEEKING ACADEMIC EXCELLENCE THROUGH A BIBLICAL WORLDVIEW.</p>	Thinking Quality Innovation Creativity Commitment Resolve Courage Responsibility Focus Teamwork	<ul style="list-style-type: none"> • Seeing all learning through a biblical worldview • Having a wholistic, Christ-centered approach to content selection • Seeking excellence in knowledge (through visible and varied expressions of learning) • Embracing 21st century learning (Innovation, critical & creative thinking strategies, collaboration, nature etc.) • Setting and expressing clear goals and expectations • Sharing and receiving feedback and communicating success 	<ul style="list-style-type: none"> • Being open and honest in their questioning & searching • Planning and engaging in meaningful assessment to build both knowledge and faith (formative, summative) • Learning in nature • Supporting study-life balance and wholistic health • Preparing students for the world of work/service • Allowing students to have a voice • Searching the Bible for answers
<p>BEING COMMUNITY: INTENTIONALLY CONNECTING.</p>	Love Respect Teamwork Caring Patience Forgiveness	<ul style="list-style-type: none"> • Showing grace in interactions with student/teacher/leader/family members • Seeking and showing belonging to all • Encouraging student leadership • Intentionally connecting with the local community (church & wider) • Planning spiritual events as life reference points 	<ul style="list-style-type: none"> • Involving families in school planning and activities • Partnering with the church to ensure a sense of belonging for everyone • Ensuring the school is a welcoming place for all stakeholders • Celebrating diversity (MAY NEED REWORDING)
<p>IDENTITY & CHARACTER: CHOOSING RIGHT VALUES AS THE FOUNDATION FOR RIGHT ACTIONS.</p>	Love Wisdom Kindness Justice Respect Discernment Responsibility Tenacity	<ul style="list-style-type: none"> • Loving God, self & others • Building intrinsic values • Supporting cultural discernment • Seeking evidence of lived-out values • Showing redemptive discipline 	<ul style="list-style-type: none"> • Providing a safe place and opportunities to learn through failure • Developing spiritual gifts • Modeling Christ's character in all interactions
<p>DISCIPLESHIP: BECOMING LIKE JESUS.</p>	Love Selflessness Kindness Joy Integrity	<ul style="list-style-type: none"> • Being intentional about nurturing the conversion of students, stakeholders, and families • Providing opportunities for faith talk (students, families, teachers, leaders) • Modelling personal and public repentance and surrender • Planning relevant worship (home/school/church) 	<ul style="list-style-type: none"> • Encouraging vibrant & authentic spirituality expressed in various ways (spiritual health) • Partnering with church and home in the discipleship process • Prioritizing personal time with Jesus
<p>EXTRAVAGANT OUTREACH: PASSIONATELY SHARING JESUS WITH OTHERS.</p>	Service Responsibility Teamwork Boldness Respect	<ul style="list-style-type: none"> • Selflessly serving • Contributing meaningfully to the local and global communities • Participating in friendship evangelism • Sharing the Seventh-day Adventist message in new and contextualized ways • Further building of character development 	<ul style="list-style-type: none"> • Leading by example • Identifying personal spiritual gifts and choosing to use these gifts to serve others • Being sensitive to the needs of others

	SUGGESTED IDEAS	SUGGESTED RESOURCES
<p>ACADEMICS & LEARNING: SEEKING ACADEMIC EXCELLENCE THROUGH A BIBLICAL WORLDVIEW.</p>	<ul style="list-style-type: none"> Helping every student thrive through station rotations, differentiated instruction, student-led discussions, being aware of student readiness to “stretch” etc. Connecting students with their world (site visits, real-life problem solving) Cross-generational learning 	<p>Books:</p> <ul style="list-style-type: none"> <i>Education and Fundamentals of Christian Education</i>, E. G. White <i>Educating for Eternity</i>, George Knight More than 100 Brain-Friendly Tools and Strategies for Literacy Instruction, Kathy Perez <p>Websites/blogs:</p> <ul style="list-style-type: none"> Edutopia Mind/Shift
<p>BEING COMMUNITY: INTENTIONALLY CONNECTING.</p>	<ul style="list-style-type: none"> Allowing teachers time to invest in community Welcome packs for new students & families Mentoring of new students/families Peer mediation leadership Student council Regular staff socials Plan an Epic Sabbath 	<ul style="list-style-type: none"> Welcome pack sample (yet to create) Ideas on mentoring (yet to source) Peer mediation outline (yet to source) Staff social ideas (yet to create) Epic Sabbath/Sabbath Mystery (yet to create) Creative worship ideas (yet to create)
<p>IDENTITY & CHARACTER: CHOOSING RIGHT VALUES AS THE FOUNDATION FOR RIGHT ACTIONS.</p>	<ul style="list-style-type: none"> Active mentoring between students and teachers Redemptive discipline Expressions of private and public affirmation 	<p>and support</p> <ul style="list-style-type: none"> Supporting teacher’s spiritual, mental, emotional and physical health <ul style="list-style-type: none"> Jim Roy’s book, <i>Soul Shapers</i> (redemptive discipline) Ideas for private and public affirmation and encouragement (yet to create) Spiritual Gifts Test/workshop
<p>DISCIPLESHIP: BECOMING LIKE JESUS.</p>	<ul style="list-style-type: none"> School principals - Individually discuss and nurture every teacher’s relationship with Jesus Meaningful staff and student worships every day Student and/or staff spiritual retreat Staff spiritual Development Plan Personal spirituality/ reflection days (staff) Intentional mentoring (staff-student, student-student) Intentional worship moments (chapels, 	<ul style="list-style-type: none"> vespers, Week of Prayer/ Praise, Bible Summit etc.) Student-led chapel programs Music ministry on campus Create a war room (prayer room) Use technology (webcasts, podcasts etc. to share school programs with the homeschool community) Church programs (Sabbath school, vespers) School programs (Mega Week of Spiritual Emphasis) <ul style="list-style-type: none"> Ideas for school principals on nurturing teacher’s spirituality (yet to create) Personal Spiritual Development Plan Outline sample (yet to create) Spiritual Retreat sample program (yet to create) Prayer room Podcasts
<p>EXTRAVAGANT OUTREACH: PASSIONATELY SHARING JESUS WITH OTHERS.</p>	<ul style="list-style-type: none"> Allow teachers time to serve and model service to their students Sharing success/challenge outreach stories Plan a local mission trip (STORM Co.) as well as an overseas mission trip Have students and staff preach an evangelistic program (such as Share Him) Establish a presence in the local public school. Use Angel Project to reach 	<p>out to students and staff.</p> <ul style="list-style-type: none"> Visit nursing homes, hospitals, orphanages, refuge centers (or send anonymous care packages) Involve students in an organized, giving opportunity to serve others in a practical way such as: Operation Christmas Child, ADRA, DoFAST - but have students seek to meek spiritual needs as well as physical (Christ’s Method Alone). <ul style="list-style-type: none"> STORM Co. or ShareHim Angel 1 Project Operation Christmas Child ADRA DoFAST