

Momentum/Friction

Module: Community Action

Lesson I: Introduction to Community Action

Objectives:

- Students will identify the major needs in their neighbourhood, schools and town/city
- Students will think critically about ways to have a positive impact in their community

Materials Needed:

- ☐ Whiteboard/chart paper and markers
- ☐ Definitions and Scripture resource (provided at the end of this lesson)
- ☐ Handout “Community Assessment Surveys”(one per student)
- ☐ Pen/pencil per student

Minds On

Ask the students to define the word “mission”. Give them a few minutes to think of a definition and then ask for volunteers to share. Record the definition on the whiteboard or chart paper. You may take more than one answer. After students have shared their answers you can show them the definition from dictionary.com (answer: “a group or committee of persons sent to a foreign country to conduct negotiations, establish relations, provide scientific and technical assistance, or the like. a group of persons sent by a church to carry on religious work, esp. evangelization in foreign lands, and often to establish schools, hospitals, etc.”). Follow this same process again for the word “community”. After you heard their definitions and shared the definition from dictionary.com (answer: “a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage”), ask them to list some different communities that they are a part of. Some answers might include, but are not limited to, neighbourhood, school, and church community, as well as school clubs, or groups of friends.

Action

Say something like: *we often think of missions as something that is done overseas. In reality, there is a lot of missionary work that can be done right here in our own community.*

Provide students with the community assessment survey handout and ask them to complete the surveys individually. Give them some time to work on the surveys and then take up the surveys. As you take up the surveys you can discuss why the students believe certain areas are of greater concern than others. As a group determine the most important issue(s) in your town/city.

Pair the students up and have them brainstorm ways that they, as Christians, can have a positive impact in the community based upon the different areas discussed earlier. Have each set of partners share their ideas and write down their answers on the whiteboard/chart paper. If you are

using chart paper you may want to post this in the room for the rest of the module so students have something to refer back to in later lessons.

Read Matthew 9:35-38 aloud. Say something like: *Jesus pointed out to His disciples that there was a great need for workers who were willing to help the lost and hurting in their community. It is not enough for us to simply identify issues in our community. We must be willing to do something to make a positive change for Christ in our community.* Read Matthew 10:1. Say something like: *this verse makes it clear that we are the workers and that Christ expects us to be able to do great things for Him.*

Consolidate/Debrief

Before the students leave, ask them to write on a piece of paper one thing they believe they can do to be a positive influence for Christ in their neighbourhood, school community or town/city. Collect each paper and put them in a safe place so they can be brought out again in the last lesson of this module.

Handout: Lesson 1

Community Assessment Survey

Please assess the severity of the following issues in your neighbourhood, school community and town/city. 1 is little to no concern, 5 is great concern.

Poverty:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Gang Violence:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Drug Use:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Sexual Promiscuity:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Racism:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Homophobia:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Misogyny (mistreatment of women):

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Homelessness:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Theft:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5

Bullying:

Neighbourhood	1	2	3	4	5
School	1	2	3	4	5
City/Town	1	2	3	4	5