

Series: Born to Belong

Lesson 2: Community is Understanding

Lesson Objectives:

As a result of this lesson, students will be able to...

- Identify their belonging in a community that is larger than local
- Practice ways of being inclusive and exclusive of other people
- Interact with someone of a different cultural background
- Establish a plan for involvement with a different cultural community

Materials Needed:

- ☐ Cultural music and player
- ☐ Globe or large map of the world
- ☐ Stickers or tacks
- ☐ Board and markers
- ☐ Population statistics, which can be found at www.geohive.com

Note: for this lesson, we suggest that you invite someone to your lesson that is of a different cultural background than the majority of the group. This could be a young person or an adult, from your church or from outside, a Christian or not, and so on. Perhaps your church building is home to another church group from a different ethnic background; consider involving one or more of their members to your meeting. It would be ideal if this person had some connection to youth or youth culture in their own community. This person or people will help students discover that they belong in a human community that is larger than their town or cultural group or experience.

Lead In:

As students arrive, have some music playing that is not familiar to your culture. Make no mention of it and don't explain if the students ask questions. Place a large map or globe centrally in the room and instruct students to place thumb-tacks or stickers on places they've been. Identify on the map the location of your church with a small star sticker.

While the students are still around the map or globe, ask them to guess the answer to the questions below. You can find this information at www.geohive.com. Guide

- 1. What is the population of our province?**
- 2. What is the population of our country?**
- 3. What is the population of our world?**
- 4. What percentage of the world's population does our group today represent?**

For this last one, have students calculate the answer based on the world's population and the number of people present. Divide the number of people present by the number of people in the world and multiply by 100. You can also figure out what percentage of the provinces or countries population you are by following the same formula.

Ask the students how it feels to know what percentage of the population they are. Solicit some answers. Turn off music and move on to Task One.

Task One:

Divide the students into two groups. They are each going to prepare a drama based on a scenario that you give them. Give the scenarios secretly to each group so that each group does not know the instructions given to the other group. If you have more than twenty students or so, split them into four groups and either repeat instructions or create new

scenarios. You can keep the cultural music playing while the groups prepare. Here are the scenarios:

Group 1 – A group of Canadians is visiting a foreign country. The people in the foreign country are not very welcoming. What would that look like? Have the group fill in the rest of the details creatively. Have them choose specific characters and situations. Have them think through how this feels, how people express their lack of interest in you or rejection of you, and so on. The group should be prepared to show their drama to the other group.

Group 2 – A group of foreigners is visiting Canada. The Canadians welcome them warmly. What would that look like? Have the group fill in the rest of the details creatively. Have them think through how this feels, how people express their warmth and welcome, and so on. The group should be prepared to show their drama to the other group.

After the two groups have prepared their dramas, invite each one to perform the drama without revealing the instructions. Have the audience group guess what the instructions were. When the performing group sits down, ask the audience group to identify the top three words or phrases that represent the scenario that they just saw, in terms of what it said about community. For example, “That group’s skit portrayed a warm welcome as a) practical, b) friendly, and c) self-giving” or “That group’s skit portrayed a bad welcome as a) sarcastic, b) unhelpful, and c) exclusive.” Ask the performing group if they agree and then write the phrases on the board. Switch groups and repeat the same instructions.

Task Two:

Introduce your guest. Invite your guest to answer some initial interview questions, and to do so honestly. It might be nice for a student to be prepared ahead of time to conduct the

following interview. Show these questions to the guest ahead of time for his or her approval and also ask him or her if it is okay for students to ask questions on the spot.

- 1. Since arriving today, how have you felt about our community?**
- 2. What is one comment someone made that made you feel accepted?**
- 3. What is another comment someone made that made you feel uncomfortable about being here?**
- 4. How would young people from your community have felt here in this group today?**

Open up the floor to other questions from the students if the guest has given you permission ahead of time.

Task Three:

Have someone read 1 Corinthians 12:12-13 (this will be the main focus Scripture of next week's lesson so no need to explain it in depth). Ask the students what it would take for your group to act as one body with the community of your guest. Ask for a volunteer to keep track on the board. Solicit some answers.

When there are a few answers on the board, ask students to review them and identify which they think is most realistic or most inspiring or interests them most. Ask the guest what he or she thinks of that plan. Push the students to make a viable plan for achieving the chosen idea. What resources will they need? What action steps? What details would need to be worked out? Who would need to be involved? How could the communities help one another? How could they communicate or meet? Have the scribe record all of these ideas.

After completing the plan building time, ask the students and the guest if they think this plan is a good one to implement. Is it realistic? Do they think that God would want them

to pursue it? If so, identify people who will pursue the action steps. Identify someone who will present this plan to the other community and to the church community, leaders, or pastor too. Identify ways of monitoring the progress of the plan so that it really happens.

Closing:

To conclude, ask someone from your group to pray for the other cultural community and ask the guest to pray for your community (perhaps in a different language!). Pray also for endurance and excitement to carry out your plan.