



January 2018

Everyday Faith

FOCUS SCRIPTURE

Romans 12

FOCUS MINISTRY

LUCHA Ministries and Student.Go

fellowship!

“Advocacy through Analysis”

Winter 2017-2018

http://issuu.com/fellowship/docs/dec17-feb18_fellowship_final?e=1254077/55937623

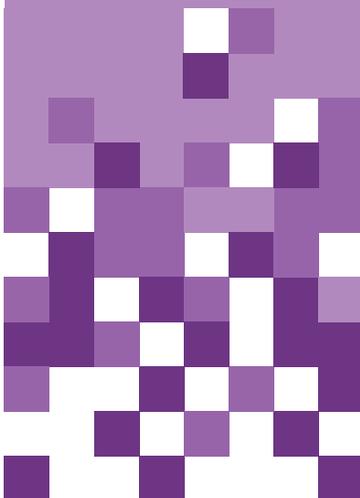
ABOUT THE AUTHOR

Marty Pike is a Truett Seminary graduate from South Texas who is the Minister to Children and Youth at Pulaski Heights Baptist Church in Little Rock, Arkansas.

The Christian is called to a life of living sacrifice, humble service to the body of Christ, and to put love in action. This is manifested in Christian living out their faith in small and everyday ways as well as in big and creative ways.

LUCHA, led by Greg and Sue Smith, is a ministry to the Latino immigrant community in Fredericksburg, Virginia. Caitlyn Furr worked with LUCHA as part of CBF’s Student.Go program. She was able to use her assets as a student of public health to further the work of LUCHA and to enhance a partnership with Mary Washington Hospital.

- **ENGAGE:** Students will experience the importance of community being heard.
- **EQUIP:** Students will study Romans 12 and see how living out their faith involves living sacrifice, humble service in the Body of Christ, and love in action.
- **EXTEND:** Students will discuss how the Christian Life can be carried out in everyday ways.
- **MISSION PROJECT:** Students will practice an asset-based community development assessment.





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LEARNING GOAL

Students will learn about serving out of their unique abilities and in everyday life.

GETTING READY

1. Learn more about LUCHA at <http://www.luchaministries.org/>
2. Learn about Student.Go at <http://www.cbf.net/studentdotgo/>
3. Read Romans 12: compare and contrast at least two translations.
4. Have Bibles for all students preferably at least two translations.
5. Look up Asset Based Community Development and research some examples to use for your group. Examples: <http://cbfky.org/missions-asset-map/> or https://alban.org/uploadedFiles/Alban/Bookstore/pdf/resources/Asset_Mapping/resource2.pdf or <https://www.vistacampus.gov/what-asset-mapping> or <https://resources.depaul.edu/abcd-institute/resources/Pages/tool-kit.aspx>
6. For more information and background on immigration issues, visit <http://www.cbf.net/immigration-refugee/>

ENGAGE

Have your students do a version of charades involving mundane activities without the ability speak. For example: Where do I buy milk? How do I send a letter? How do I make a doctor's appointment? Will you take my picture? Where is the nearest bus stop? Where is my next class? Give each student (if you need to break into small groups) one task for charades. Do not reveal your charade prompt until after the discussion.

Discuss:

1. What was it like to not feel heard?
2. How difficult was it to ask for help without being able to speak?
3. Were you misunderstood? Was that frustrating?
4. Have each student reveal what they were trying to say without words.
5. Debrief how.

EQUIP

1. Read Romans 12.
2. Have students compare and contrast which words their translations use. (break into smaller groups if necessary)
3. What does the passage say about living out everyday life?
4. How do all parts of the body of Christ work/fit together? How do you see that lived out in this youth group? In this congregation? In your family?
5. What does it mean to love from the center of who you are?



EXTEND

1. How did Caitlyn Furr help people feel heard in the community she was ministering to?
2. Caitlyn said of her experience, “Just looking for those opportunities and jumping in is a good first step.” What are some “opportunities” in your community that your group can jump into?
3. Sue Smith feels that maintaining partnerships in the community can be done by utilizing the resources already available to students. What resources do your students have?
4. Ask your students about the everyday needs of their schools or the wider community.

MISSION PROJECT

1. Do an asset based community assessment with your students.
2. Look at the needs of your congregation, your schools, and your community.
3. In what ways do your students’ assets match the needs around them?
4. Make an action plan including clear methods for assessment for how your students can use what resources they already possess to make an impact on the community?

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