



DEBRIEF

Taking time to debrief the day with your students will increase the value of their experience and help to stretch what they are learning. We want to help you and your students get the most out of the experience, and taking some time during your day to debrief with your students can be a valuable exercise.

General Questions:

1. Where have you seen God today?
 - a. When did you experience God's presence?
2. What did you discover about our neighbourhood/community?
 - a. What are some of the gifts in our neighbourhood?
 - b. Have we seen opportunities where we can continue supporting our community post-Undercurrent?
3. What have you learned about yourself? About our group?

DEBRIEF ACTIVITY: COMMON SQUARE

(Adapted from Deep Justice Journeys by Kara Powell and Brad Griffen)

Divide students into groups of 3 or 4. Distribute a copy of the Common Square handout and pens to each group. Explain to students that they should write things that ALL four of them have in common in the rectangle in the center of the handout. The quadrants outside the rectangle correspond to what each student has that is unique. Students shouldn't settle for totally obvious characteristics they have in common (i.e., we're all sitting here, or we all breathe) but should try to be more creative.

Give groups 5 to 7 minutes to come up with as many commonalities and points of distinction as possible. At the end of the exercise, have each group read all their commonalities, and ask each student to choose ONE of their unique characteristics to share with the group.

Q: What was easier to figure out - what you have in common or what is different?

Q: Based on what we know from Scripture, what would God say that we have in common?

Q: Read Genesis 1:26-27. What do you think it means that we are created in God's image?

Q: When we are involved in service work, we can easily fall into the trap of viewing ourselves (even subconsciously) as the "great saviours" who swoop in to "rescue" others. Think about the actual people we will be interacting with this week. How should the fact that every one of those people is created in the image of God affect how we interact with them?

COMMON SQUARE HANDOUT

What do you have in common?

STUDENT 1

STUDENT 4

STUDENT 2

STUDENT 3



DEBRIEF

DEBRIEF ACTIVITY: NEIGHBOURHOOD MAPPING

(Adapted from The Art of Neighboring by Jay Pathak and Dave Runyon)

Over your time together, your group has had opportunity to spend time serving in a local neighbourhood, but how well do they know their actual neighbours?

Divide students into small groups, and distribute a copy of the Neighbourhood Map handout and a pen to each student. Explain to students that they should try to fill in the names of the people who live closest to their house (some students may have really close neighbours, while others may have a greater distance). Give students 5 to 7 minutes to see how many names of their neighbours they can fill in.

Q: How much of your neighbourhood map were you able to fill in? What surprised you about what you were able (or unable) to fill in?

Q: Describe your neighbourhood and the relationships that your family has with your immediate neighbours. Do you have any “invisible” neighbours?

Q: Read Acts 17:26-27. Why do we live where we live, and why has God placed us in our neighbourhoods?

Q: A mayor of Denver once said, “The majority of the issues that our community is facing would be eliminated or drastically reduced if we could just figure out a way to become a community of great neighbours.” Do you agree or disagree with this statement? Why?

Q: What would happen if every Jesus-follower made it a point to know and be friends with their next-door neighbours?

NEIGHBOURHOOD MAPPING HANDOUT

Can you name the people who live near you?

a.

b.

c.

a.

b.

c.

a.

b.

c.

a.

b.

c.



a.

b.

c.

a.

b.

c.

a.

b.

c.

a.

b.

c.