

**undercurrent**  
**Youth Engagement Plan**



# Introduction

## Welcome

We are very excited about Undercurrent and really are hopeful that this event can be a meaningful addition to the great work you are already doing. We know that discipleship doesn't happen overnight, and that transformation of our youth doesn't simply occur because of amazing events.

This plan is meant to help prepare students to be able to get as much as possible out of the Undercurrent experience and to encourage them throughout the year to engage in their community and in the church.

## Mission Statement

We know that COVID-19 has affected our churches, families, and communities. We are in an exciting but challenging season. In the face of these difficulties, we believe it is more important than ever for the Church to engage with our neighbours, joining God as he works to bring life and wholeness to the world. More than that, we believe that our youth can lead the way.

The ultimate goal for this initiative is to inspire and enable churches and individuals to demonstrate Jesus's heart for the world, bringing wholeness and life through acts of service and caring relationships.

"Our love for others is our grateful response to the love God first demonstrated to us."

**1 John 4:19**

We are hoping to support your church as you have an impact in your home community while helping youth feel connected to a larger group, **Undercurrent strives to achieve it through:**

### Student Leaders

Engaged, empowered, and confident young missional leaders

**(1 Timothy 4:12)**

### Intergenerational Connection

Reciprocal and intentional connections between all people of the church

**(Romans 12:9-13)**

### Ongoing Partnerships

Authentic relational partnership between churches and community organizations

**(Acts 20:35)**



## Through this Engagement Plan, we:

### Expect to see youth

- Participate in Undercurrent
- Become closer with each other
- Be excited for Undercurrent

### Like to see youth

- Share about their experience with church/friends/family
- Gain confidence in understanding why mission is important
- Build awareness of opportunities to serve locally
- Increase in empathy for others

### Love to see youth

- Volunteer outside of organized times
- Understand that the core of Tidal Impact and this event is about changing the community
- Grow in their desire/willingness to serve others
- Help people know Jesus more



## How to Use this Resource

**The following resource outlines a 9-month strategy to engage your youth group.** It will be important to adhere to any Covid-19 protocols. Therefore, this plan is intentionally flexible and can be changed to help support your particular context. Each month's theme has been articulated to help support youth to engage meaningfully in Undercurrent.

It is up to you if you want to use the lesson plan, adapt the lesson plan, or ignore the lesson plan — whatever works for you and your youth. There are elements that interact with the champion team plan and the church engagement plan.

Remember to reach out to our Undercurrent coaches if you have any questions or ideas you want to brainstorm.



# 9 Lesson Plans

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# October

## *Engaging with Change*

### Introduction to the Month's Theme

2020 has been a year full of change. We are faced with change, it is hard, and we are wondering WHY? This month's lesson plan is to reaffirm that change is not bad and that it can be good. Undercurrent is another example of change, and this month youth will be introduced to it and hopefully understand why it can be positive.

#### **Focus:**

Change and how God can use change in our lives for the better

#### **Goal:**

To help youth understand that though change may be difficult, God can use this change for good, even when it doesn't seem like it to us

#### **Sub-Goals:**

- Familiarize youth with Undercurrent (Goals, Plans) and answer questions they may have had from the initial announcement
- Help youth be empowered by the fact that God has a plan and a purpose for why these changes occur
- Talk with one another and help understand how change affects lives other than your own

5-10  
MIN

### **Welcome, Announcement, and Prayer.**

**Materials:** TV/Computer | ScreenShare (virtual) | Undercurrent Video

#### **General welcome**

This will be the introduction to begin Undercurrent, and explain that once a month we will be focusing on the summer event Undercurrent.

Show them the announcement video for Undercurrent, so that everyone there will know what these



## The Difficulty of Change

Materials: Paper | Pencil

### Introduction

With the announcement of Undercurrent, it adds another change to the already rapidly changing year of 2020. As humans, we live in a world that is always changing, whether for the better or the worse. With this change comes sadness, confusion, and maybe anger as well. We would rather keep our normal than adjust to a new normal. In this discussion, we will explore change, its difficulties, and how it can be used for good.

### Interactive Game (Optional)

To demonstrate the confusion of change, the students play a version of Musical Chairs, but this time, the amount of chairs being taken away is random each time (first round one chair, second round three chairs). If online, have the students go on a scavenger hunt around their house to find objects that represent these situations of change.

*School*  
*Friends*  
*Family*  
*The Student*

After the game, help students understand the confusion that comes with change and transition to the general discussion.

### Discussion

To begin the discussion, ask your youth about change in their lives and what forms they come in. You can use these examples of change below, and/or use your own, to discuss the effects of change in their lives

Changes in:

*School*  
*Relationships (general)*  
*People*  
*Work*  
*The World*  
*Yourself*

After this discussion, split them up into three small groups. These groups will take 5-10 minutes to discuss the following questions relating to the examples of change that were discussed. Ask them to have one person write down these answers.

*Have you experienced a time life changed for the better? If so, what was it?*  
*Have you experienced a time life changed for the worse? If so, what was it?*  
*How did you react to these times in your life where change occurred?*  
*Why do you think these changes occurred?*



After 5-10 minutes, have them come back together. If they are willing to, ask them to share their answers with the entire group. If you are willing, feel free to also share your answers to these questions, and show them how you can relate to them through the changes you have gone through. Take this time to discuss with them about change and how difficult change can be, especially in this present time.

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## The Good in Change

**Materials:** Terrible drawing | paper | pencil | crayons | Sheets w/ John 11:1-44 on them

### Activity (optional)

Provide each youth with a really terrible drawing of something. Ask them to take 5 minutes to take the drawing and make it something better (more realistic, more details, etc.). Once they are done, ask them these questions:

- What did it use to look like?*
- Does it look better now?*

If online, display the image on screen and ask the students to draw the image itself on a separate piece of paper and see if they can make the drawing better.

### Scripture: John 11: 1-44

With this passage, ask the youth to split back into the same three groups. Ask them to read from verse 1 to verse 37 and to reflect on what this passage has said so far. Have them answer these questions along the way.

- Why did Jesus not heal Lazarus and let him die?*
- Why did Jesus weep?*
- Why does God not change what we want changed?*

After 10 minutes, regroup again and ask them to share their discussions.

Read verses 38-44 to all the youth together. Discuss with them how God takes a situation that looks bleak, and uses it for good. Reflect with them on how when life changes, God always has a good reason for change to happen.

When change occurs, we become uneasy or panicked over the situation. However, God doesn't want us to stress about what has happened, rather He wants us to trust in how He is going to make the situation good. It may not be how we pictured it, but we can trust that He knows what is good for us.

If you have done the activity, reflect on what they have drawn and explain how they made something that looked terrible into something good, which is what God does in everything we go through.

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## Undercurrent

**Materials:** N/A

## Introduction

Now that you have discussed change and how it can be used for good, this time will be focused on applying these principles to Undercurrent. With this new program, there would not only be disappointment, but also confusion over what this new program aims to do and how it will maintain the values of Tidal Impact. This time will be used to help youth understand why the decision was made and how we can apply what we learned to Undercurrent.

## Application

After discussion, ask them to separate into three groups once more, this time discussing and brainstorming ideas for Undercurrent. If they have questions, have someone write them down on a piece of paper. For starting this session, ask them questions like...

*What could we do for Undercurrent?  
How can we open this event to the rest of the church?  
How can we take this change and make it awesome?*

After 5-7 minutes, regroup once more and discuss what was talked about. Share with them that over the next 10-months, we will dive further into the values of Undercurrent and focus more on what this new experience will entail. With their questions, ask them to hold on to them and that there will be time after the lesson to talk to the leaders and they can help answer these questions. Help them take comfort in the fact that God is going to use this change for good, even if it doesn't seem like that now.

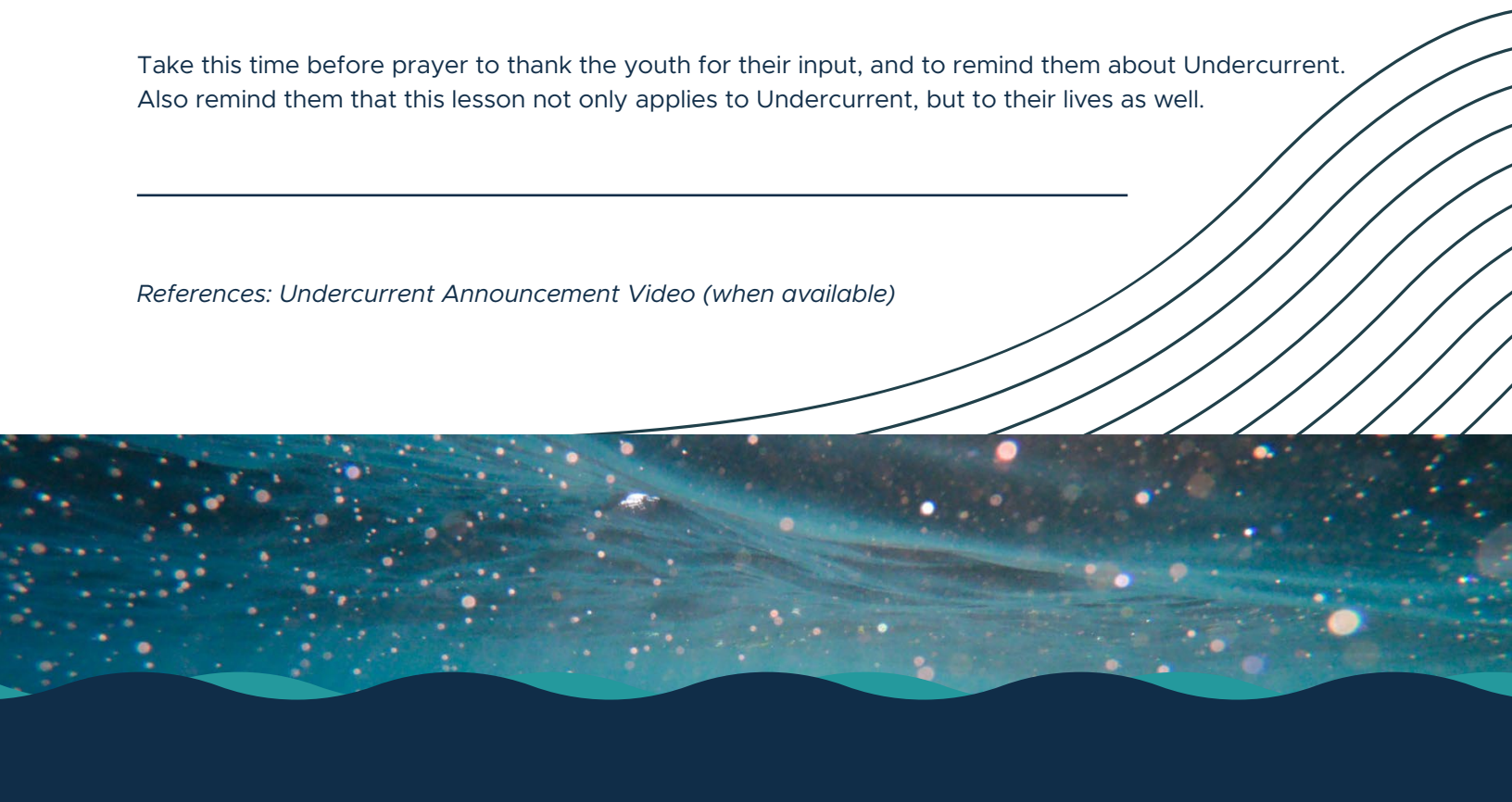
5 MIN

## Closing and Prayer

Materials: N/A

Take this time before prayer to thank the youth for their input, and to remind them about Undercurrent. Also remind them that this lesson not only applies to Undercurrent, but to their lives as well.

*References: Undercurrent Announcement Video (when available)*





### Introduction to the Month's Theme

The concept of *shalom* can give us a new perspective on our calling as followers of Jesus. It gives us a tangible idea of what the work of the Kingdom of God can look like. For Undercurrent, understanding shalom prepares us to go and share God's love right here and now, during Undercurrent weekend, and wherever else we find ourselves in life.

#### Focus:

The concept of shalom and how we apply it to our lives

#### Goal:

Learn and apply the concept of shalom to our lives, specifically to Undercurrent weekend

#### Sub-Goals:

- Identify what “brokenness” can look like in our lives and in the world around us
- Discuss Scripture in small groups to see how God was creating shalom in these moments
- Start thinking about how we can join God in creating shalom during our Undercurrent weekend!

8-10  
MIN

### Welcome and Warm-up Activity

Materials: N/A

#### Welcome

Remind people of Undercurrent and talk about what we learned about change last time

#### Play a game together!

You may want to pick a game that focuses on making something right again, such as Grog (see instructions here: <https://www.youthgroupcollective.com/groupgames/grog>) or do a quick pocket scavenger hunt with items that can be found close by.

10-15  
MIN

### Brokenness to Wholeness

Materials: TV/computer

## Introduction

To help us understand what our mission will be as part of Undercurrent, we need to understand what Jesus did for us and what our role is because of that. In discussing “brokenness” in our world, versus the “wholeness” that only Jesus can bring. So what does that look like, and how can we join him?

## Discuss

What does it mean when something is broken or isn't functioning properly...

*like a plate or a glass?*  
*like in a relationship?*  
*like in the world around us?*

What does it mean to say that those things aren't broken anymore or begin to function properly again...

*like a plate or a glass that gets fixed?*  
*like in a healed relationship?*  
*like in the world around us?*

## Watch

The Bible Project's word study on “Shalom”: <https://www.youtube.com/watch?v=oLYORLZOaZE&t=5s>

## Debrief

*What is the difference between shalom and peace? Define them.*  
*Where does this “wholeness”/“shalom” come from?*  
*Does this change our view of what wholeness should look like, or like what it would mean for the things we discussed before the video to function properly again?*



## Shalom in Scripture

**Materials:** Bibles / Printouts of Scriptures Below | Paper | Pencils

Break out into smaller groups, and assign each group a different passage of Scripture. Have them answer these questions. Give them 10-15 minutes to read and discuss.

## Scriptures

*Genesis 1*  
*Mark 5:21-43*  
*Ephesians 4:1-16*  
*Exodus 6:1-8*  
*Psalms 23*  
*Mark 2:12*  
*Acts 2:42-47*

## Questions to ask:

*What is God doing to make shalom in this passage?*

Who is involved in it? What is their role in making shalom?

Have a spokesperson from each group summarize the passage and share their answers with the rest of the group.

10 MIN

## Application

**Materials:** A way to record students' answers

### Introduction

Now that we've learned about shalom and what that looks like in the Bible, it's time to apply that concept to our own lives. For this activity, you may want to write down your group's answers and keep it for the future to refer back to as your youth group starts to plan more specifically for what Undercurrent may look like for you.

### Discussion

Keeping the same groups as the last activity, have them discuss what they can do to make shalom:

*In their own lives (home, school, work, relationship with God)  
In and through your youth group (in your church, in your neighbourhood, at nearby community organizations, during Undercurrent!)*

Encourage your students to think as big or as small as they want! Some examples could be:

*Doing the dishes before my parents ask me to  
Saying a kind thing to your sibling when they seem to be having an off-day  
Picking up trash whenever you see it  
Starting a recycling program at your school  
Start a prayer group and pray for your community  
Volunteer somewhere*

3-5 MIN

## Wrap-up

**Materials:** Bibles / Printouts of Scriptures Below | Paper | Pencils

Thank everyone for their ideas, and encourage them to leave youth group thinking of ways they can make shalom in their own lives.

### Pray

References:

Open Grace: <https://www.youthgroupcollection.com/youthgroups/young-women>

# December

## *Understanding our Neighbourhood*

### Introduction to the Month's Theme

This month, we will think about potential community partners. Ideally, the youth will generate a list of potential partners while also identifying the different assets present within the church. These can include not only skills but also the 'intangible' assets such as enthusiasm and positivity. When we are thinking about creative ways to serve our partners, an important step will be going back to the assets that we have.

#### **Focus:**

Neighborhood Assessment Workbook

#### **Goal:**

To help students look more intentionally at their neighbourhood/community

#### **Sub-Goals:**

- Identify bright spots in community
- Become more familiar with potential needs/strengths of community

5 MIN

### **Welcome**

**Materials:** N/A

Remind people about fundraiser (if it hasn't happened yet, if it has, thank them).

**General welcome**



## Engagement Activity

**Materials:** Projector/Computer or Printed Pictures | **Prize (candy)**

### Preamble

Today we are going to be thinking about our neighbourhoods. We are going to look really closely. To help prepare us we are going to break into teams and guess what these pictures are. For each right guess you get a prize (candy).

### Websites

Show the small picture and have each team write down what they think it is. Teams that get it correct get a prize.

<https://brightside.me/wonder-quizzes/test-can-you-recognize-everyday-objects-close-up-262360/>  
<https://www.insider.com/close-up-photos-everyday-objects-2018-11#what-is-this-series-of-diagonal-lines-3>

### Video

This is based on speed and accuracy. You will need to know which each item is before you start the video. The first team to guess it wins.

<https://www.youtube.com/watch?v=-5zAelxQ59Y>



## Introduce NAW

*This resource is already developed by the CBAC. Steps and actions are outlined within the resource (additional ideas are in this document).*

**Materials:** Project/Computer or Printed Copies

### Introduction

Have people guess what NAW stands for?

Project page 5 on wall or hand out sheets to youth. Explain that today we are going to be working a little bit with this resource to try and think about our community/neighborhood.

Explain connection to Undercurrent (ie. want to serve our community).

### Stage 1

**Biblical Background (page 7-9)**

### Stage 2

**Learn about your Neighbours (page 13-15)**

If students have phones they can do research live on the spot. When discussing poverty make sure to

If students have phones they can do research live on the spot. When discussing poverty make sure to remind people about previous lessons learnt about love and shalom.

### Stage 3

#### Bright Spots in the Community (page 18-20)

Get students to write down on sticky notes and put them on wall/whiteboard/poster paper.

#### Debrief

As we think toward Undercurrent and based off what we learned today:

*What are some organizations that you are interested in partnering with?*

*What are potential opportunities to support your neighborhood?*

*How does this week fit into all the last Undercurrent sessions?*

*Would anyone be willing to help lead the church through something similar that we did today?*

**Note: This is part of the Youth-Led Workshop outlined in the Church Engagement Plan. The workshop should take place in March.**



## Church Asset-Mapping

**Materials:** N/A

### Preamble

We can serve our community partners in a number of different ways. Often we think about just giving money, however we as a church and as a youth group have more to offer.

### Activity

On a white board or poster paper, have people brainstorm individuals both in the youth group and individuals who have 'skills' that may be helpful (carpenter, technological, etc.).

In a second column brainstorm about 'intangible' assets that may be present both in the church and youth group (energy, positivity, enthusiasm, time, etc.)



## Conclusion

**Materials:** N/A

Thank everyone for participating and make sure to emphasize that all the things you spoke about will help us identify the community organization and figure out ways that we can best serve them.



NAW Resource:

<https://static1.squarespace.com/static/56b8b340d210b8f561fc87e4/t/5ac4d2e91ae6cfde5037a9a7/1522848493272/NAWWeb.pdf>

# February

*Why do we do what we do?*

## Introduction to the Month's Theme

This month is about returning to discussing the 'Getting back to basics' lesson. We want to make sure we remember those discussions that we had and help create a space for a discussion around the 'why' we as Christians are called to serve others.

### Focus:

Love is the reason behind why we serve God and others

### Goal:

To help youth understand how Love is the driving force behind all that a Christian does in their life

### Sub-Goals:

- To emphasize the importance of mission work and how it is more than just the location and the people involved
- To help youth see how we can show Christ to others through all the work that we do
- To help youth feel more comfort over and have a greater desire for a localized Tidal Impact (Undercurrent)

3-5  
MIN

## Welcome and Warm-up Activity

Materials: White Board/Poster Paper | Marker

List some of what people remember from this semester specific to the Undercurrent nights.

Write down responses on poster paper or white board

After people are done make sure to emphasize excitement about Undercurrent (share about potential church and community partnerships). Going to be lots of fun things happening in new year.

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## Warm Up Game (optional)

Materials: **Dependant on Game**

Depending on location and spacing, you can start off with a warm-up game related to love or servitude.

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## The Importance of Mission Work

Materials: **Paper | Pencil**

### Introduction

When it comes to mission work in general, the two biggest draws of this mission is the location and the people. Youth are drawn to the idea of going to places outside their home and meeting others in a huge community of people on these trips, or hanging out with their own community.

There is nothing wrong with meeting others and going to different places; it is one of the strongest components of a mission trip. However, the issue is that in our day and age, youth see these aspects as the only reasons to go on mission trips like Tidal Impact. This lesson plans to break down the core of not only Tidal Impact, but mission work as a whole, to answer the question, "Why do we do what we do?"

### Discuss

Open up the discussion by sharing someone's testimony about mission work. This could be testimony from a student, youth leader, adult, or you can use this one [find video testimony on our website: <https://cbacyf.ca/undercurrent>].

After they have shared their testimony, or you have read someone's testimony, ask them a few questions and have them jot down their answers on a piece of paper.

- Why do you think mission work is important?*
- What do you like about serving others?*
- Why do you go out and serve?*

Once they have answered these questions, ask them what their answers were and discuss with one another about these answers.

### Debrief

Mission work, like Tidal Impact, has always been a part of the church. When we think of mission work, we usually picture a group of people travelling to a different country and helping others by working on projects. However, you don't have to go to another country, province, or even city to do mission work. There are plenty of places in your city or community where mission work is absolutely needed. The Importance of mission work doesn't lie in where you go or who you're with, rather it lies in serving God by serving others. That is why it is called mission work, because the mission is to be the Hands and Feet that progresses the Kingdom of God further.

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## The Why of Mission Work

**Materials:** Paper | Pencil | Sheet of paper with 1 Cor. 13 on it

### Discuss

Following the discussion about the Importance of mission work, have your youth take out their pieces of paper again and answer these questions:

- Why do we serve God?*
- Why do we serve others?*
- What is at the heart of serving?*

Once they are finished with these questions, have them share their answers.

### Scripture

1 Corinthians 13

Have your youth take a sheet with the passage on it and read it to themselves for 5 minutes. After they are finished, give them 5 minutes to discuss the significance of this passage with other youth and to reflect on the previous questions. Once the 5 minutes conclude, ask the youth to share in what they have discussed.

### Video

Share with them this video that explains love: <https://www.youtube.com/watch?v=slyevQ1LW7A>

Have them reflect on this and encourage them to write down anything that stands out to them

**Love is at the heart of why we serve.** It is the driving force behind not only mission work, but the Christian life in general. It is the greatest thing of all, because God is Love (1 John 4:8). Because God loves us so much, we are able to be whole and can then guide others to that same love, which will make them whole too.

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## The Closeness of Mission Work

**Materials:** Paper | Pencil

## Application

Ask the youth to take 5 minutes and discuss with one another how they can reach out and show love to others.

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5 MIN

## Closing and Prayer

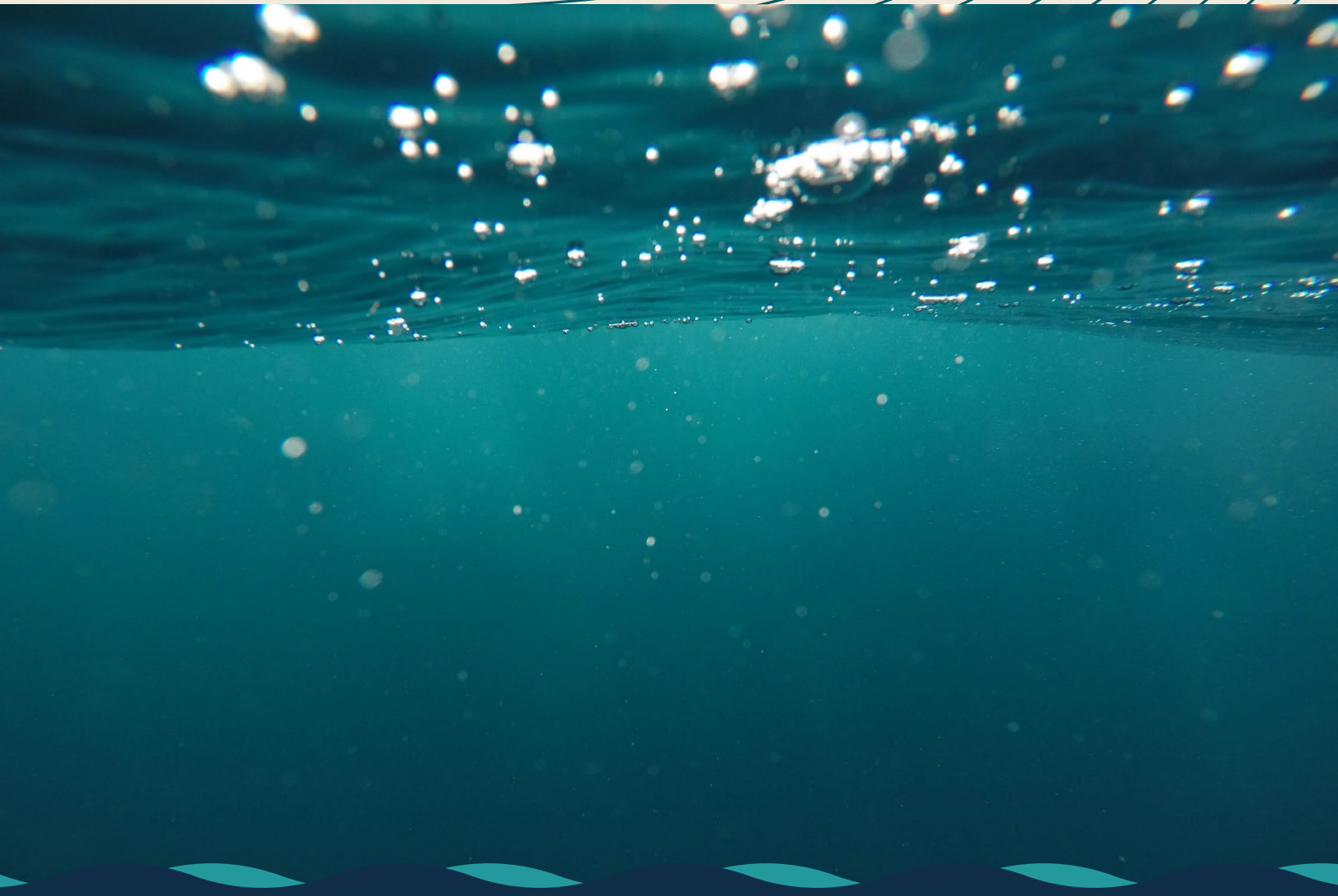
Materials: N/A

Take this time to thank the youth for their participation, and assure them that if they have any more questions related to this, they are free to ask them.

### Pray

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References: <https://www.youtube.com/watch?v=slyevQ1LW7A>



### Introduction to the Month's Theme

This month is emphasizing again the posture that we ought to take when entering into a place of serving others. Empathy and awareness of our privilege are paramount to adopt, in order to truly serve those we are working with. This is connected with last month's lesson and the focus on Love.

#### Focus:

For many of our students the conversation of privilege will be taking place in their schools. This lesson plan focuses on helping us understand that we have lots of privilege and that when we are serving we need to be aware of that but also have empathy for those we are serving (NOT sympathy).

#### Goal:

Connect the value of empathy and self-awareness to serving others

#### Sub-Goals:

- Understand the difference between empathy and sympathy
- See the importance of empathy in the Christian Identity

10-20  
MIN

### Welcome and Warm-up Game

Materials: **Dependent upon game chosen**

#### Welcome

Remind people about Undercurrent and brainstorm what you have covered.

#### Game

Dependent on space, play a game to get people up and moving.  
Find examples here: <https://spirituallyhungry.com/no-prep-youth-group-games/>

10-15  
MIN

### Paper Basket Exercise (in person activity):

Materials: **Paper | Pen/Markers | 'Bin' | Whiteboard / Poster Paper / Sticky Notes**

## Discussion

What is Privilege?

- what have you learnt in school?*
- what is an example of privilege?*

## Preamble

It is not always easy to realize or see that some of us are in a position of privilege (i.e. sometimes we don't know how close we are to the basket and how far others are from it). It is also important for us to recognize that some of us do not come from a place of privilege.

Explain to the group that we are now going to do an exercise to help us recognize how privilege enables us to reach goals we sometimes take for granted.

It is an unfortunate reality but not all the dimensions of identity are equally respected and valued in our society. We will explore this idea in the following activity.

## Set- up

Ask students to divide into two teams based on their month of birth (Jan. - June on one side of the room, July - Dec. on the other side).

Give each person a scrap piece of paper, get them to write their team name on the paper. Place the paper basket close to the Jan - June group.

## Instruction

Everyone, write your team name inside of paper and please scrunch your paper into a paper ball. On the count of three, please toss your ball into the basket. 1-2-3—

**NOTE:** You can do this a few different times with different teams. This can also be done in small groups or in a large group with more than two teams.

Ask students:

- Who got better results? Why? You will likely observe that the Jan - June group got more balls into the basket.*
- What are your feelings about the rules of this game and how it was set-up?*
- To the winning team: how do you feel about being closer to the basket? How do you feel about winning?*

## Debrief

Historical circumstances, social traditions and group dynamics have given certain groups in our society more privilege and power compared to other groups. Sometimes we don't even know that we are reaping the benefits of a historical circumstance or social tradition associated with our identity—we just accept that we are closer to the basket than others and we don't always question or challenge the rules or circumstances that privilege some over others (for example, it is likely no student will question you on why the basket was moved closer to the older group).

Ask students for examples of any historical circumstances, social traditions or attitudes that have



Ask students for examples of any historical circumstances, social traditions or attitudes that have privileged or disadvantaged some groups over others. Examples could include: legacies of residential schools, racial segregation, etc.

Once discussed, reinforce that some groups are closer to the basket because of their identity alone, not necessarily because they have worked harder than others or are more deserving.

It is important for us to understand and be aware of our privilege when engaging in community because we want to be sensitive to not judge individuals who are receiving services or others that may be involved with our community partner. We need to understand that while we may have privilege, the people who perhaps aren't as privileged still have things to offer and teach us.



## Scavenger Hunt (online activity)

Materials: Device for Timekeeping

### Discussion

What is Privilege?

- what have you learnt in school?*
- what is an example of privilege?*

### Preamble

It is not always easy to realize or see that we are in a position of privilege (i.e. sometimes we don't know how close we are to the basket and how far others are from it). Explain to the group that we are now going to do an exercise to help us recognize how privilege enables us to reach goals we sometimes take for granted.

It is an unfortunate reality but not all the dimensions of identity are equally respected and valued in our society. We will explore this idea in the following activity.

### Set-Up

Divide students into two teams based on their month of birth (Jan. - June on one side of the room, July - Dec. on the other side). If possible have them distinguish themselves online (either with the same background or headbands).

Explain that you will read out a particular object and it is a race to see how many people from the team can both get the object and make it back to the screen in time. The time to get back is 1 minute and there will be multiple rounds.

Each group will be getting the same object but the July-Dec team will have to wait for 30 seconds before going to try and get their objects. You will be the timer and people have to wait until you say “\*team name\* go”

Object list (do as many rounds as you want):

- Book beginning with the letter 'T'*
- Red or Green or Blue Marker*
- Utensil*

*Piece of homework*  
*Facemask*  
*Some sort of wall art*  
*Mug*  
*Bible*  
*Toothbrush*  
*Deck of Cards*  
*Family member, pet, or stuffed animal*

Ask students:

*Who got better results? Why? You will likely observe that the Jan - June group got more items in the time restriction*  
*What are your feelings about the rules of this game and how it was set-up?*  
*To the winning team: how do you feel about being closer to the basket? How do you feel about winning?*

## Debrief

Historical circumstances, social traditions and group dynamics have given certain groups in our society more privilege and power compared to other groups. Sometimes we don't even know that we are reaping the benefits of a historical circumstance or social tradition associated with our identity—we just accept that we are closer to the basket than others and we don't always question or challenge the rules or circumstances that privilege some over others (for example, it is likely no student will question you on why the basket was moved closer to the older group).

Ask students for examples of any historical circumstances, social traditions or attitudes that have privileged or disadvantaged some groups over others. Examples could include: legacies of residential schools, racial segregation, etc.

Once discussed, reinforce that some groups are closer to the basket because of their identity alone, not necessarily because they have worked harder than others or are more deserving.



## Connect to Empathy

**Materials:** White Board | Poster Paper | Marker | TV/Computer

### Introduction

It is important for us to understand and be aware of our privilege when engaging in community because we want to be sensitive to not judge individuals who are receiving services or others that may be involved with our community partner.

### Empathy and Sympathy

Capture what people share on a whiteboard, poster paper!

*How do we understand empathy and sympathy?*  
*What does this have to do with Undercurrent?*

## Video

Watch video and then discuss.

<https://www.youtube.com/watch?v=1Evwgu369Jw>

### Debrief Questions

- What are the differences between sympathy and empathy?*
- Why is empathy an important thing to have when we consider serving our community?*
- What are ways to practice empathy?*

### Read Colossians 3:12-15

- Review the virtues that Paul lists and discuss how they align with empathy.*
- How is empathy part of our Identity in Christ?*
- How can we demonstrate empathy toward one another and our friends?*

## Conclusion

5 MIN

Materials: N/A

Affirm everyone's sharing and that this content can sometimes be confusing or hard. However, it is important for us to be aware of as we consider serving each other, the church, and community.

### Pray

#### References:

Brené Brown on Empathy: <https://www.youtube.com/watch?v=1Evwgu369Jw>

# April

## *Posture of Partnership*

# Introduction to the Month's Theme

As followers of Jesus, we are called to serve many different people, in many different ways and places. It's important to remember that when we serve, we join God in the work that He is already doing somewhere, especially during Undercurrent as we partner with others in our communities. In talking about the posture of partnership, we will settle into our role as we serve others.

## Focus:

To help youth understand what having a posture of partnership while serving others looks like

## Goal:

Students should understand what it looks like to partner meaningfully with others in their mission to serve many people in many ways

## Sub-Goals:

- Review past lessons and connect those ideas to this one as an Undercurrent teaching wrap-up
- Apply the lesson to their specific partnership

5 MIN

## Welcome

Materials: N/A

Review what we've talked about in regards to Undercurrent. Introduce today's topic.

10-15 MIN

## Helping Without Hurting

Materials: TV/Computer to watch the video

### Explain

Later this year, we will be partnering with other people. When we do so, we want to be as helpful as we can be.

### Read

Ephesians 4:1-6.

### Discuss

*What can this passage tell us about how we are to partner with other believers  
What about partnering with people in general?*

## Video

Watch this video: [https://www.youtube.com/watch?v=Ug5GBS34B\\_o](https://www.youtube.com/watch?v=Ug5GBS34B_o)

## Debrief

*What do you think the people the vikings were “helping” thought of the vikings and their actions? Keeping in mind the passage we read earlier, what are some things that the vikings in this video could have done differently?*

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15<sub>MIN</sub>

## Listen and Learn Activity

**Materials:** Square Paper | TV/Computer to show tutorial | (Alternative materials)

### Introduction

This activity is all about teaching your students that an important aspect of partnership is listening and learning from those who are the experts. For example, if you are volunteering at a health clinic, you wouldn't want to just barge in and perform surgery; you'd listen and learn from a surgeon.

In our example, we'll use learning to fold an origami butterfly from a Youtube video. You could approach a member of your youth group to be the “expert” and teach your youth group a new skill, like making a complicated friendship bracelet or solving a difficult riddle.

### Activity

**Give students a square piece of paper, and tell them to fold the paper into an origami butterfly** (If you are doing a different activity, give them the needed materials and show them what the final product would look like). Glve no instructions.

After they've had a moment to try to make the origami butterfly, **explain that in partnership, it's easy to forget that we are not the expert.**

Sometimes our partner organization will want to do something that we think we could do better if we did it our way. However, we need to keep in mind that we are not the experts; our partners are. Like the vikings in the video thought they were helping when they destroyed everyone's computers, we can think we are helping when really we are making things more difficult for our partners.

## Video

Play the origami butterfly video instructions and allow them to follow.  
<https://www.youtube.com/watch?v=cZdO2e8K29o>

After the video, explain that while following the video may still have been somewhat difficult for some of us, it was a lot easier than trying to figure it out on our own.

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Like Ephesians 4:1-6 says, it’s important to be humble, patient, gentle and loving with one another. Now, we’ll discuss what it will look like to partner with and serve others.

### Discuss

What does it look like to be a good partner, keeping in mind the actions of the vikings and the characteristics of unity described in Ephesians 4:1-6?

### Small Groups

Next, break into smaller groups. In your groups, discuss these questions. Come up with a short statement or two to share with the whole group later on.

#### SHALOM

Think back to what we learned about shalom. NOTE: a short definition of shalom may need to be supplied as a reminder.

*What are 3 ways for us to create “shalom” in our partnership with [your Undercurrent partner] and with the people who we will be serving alongside of [your Undercurrent partner]*

#### LOVE

Look over 1 Corinthians 13.

*Pick one “love is...” statement that sticks out to your group as being most important in your partnership with [your partner] and why?*

#### EMPATHY

Last month, we looked at the meaning of empathy. What will it look like for us to be empathetic to...

*The people we are partnering with*  
*The people we will be serving*

### Summarize your answers in a sentence to share with the group

Once your groups have had time to share their answers, emphasize the contrast between their answers and the actions of the vikings in the video you watched earlier. The vikings stormed in and did what they thought was right without really paying attention to the people they were serving.

During Undercurrent weekend and the rest of our lives, it’s vital that we focus on forming healthy relationships with others, and that involves all of the things that they just discussed.



Discuss April's youth-led service.

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5 MIN

## Conclusion

Materials: N/A

Thank everyone for their participation. Remind them that all the things we discussed today will help them to be good partners in the future.

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### References:

Origami Butterfly: <https://www.youtube.com/watch?v=cZdO2e8K29o>

When Helping Hurts: [https://www.youtube.com/watch?v=Ug5GBS34B\\_o](https://www.youtube.com/watch?v=Ug5GBS34B_o)



# May

*Visit Partner Site*

## Introduction to the Month's Theme

At some point this month, the hope is that you and your youth group will visit your community partners in their space. It will be important to continue to respect physical distancing, but the hope is that this also get students excited for Undercurrent.

### Focus:

This week is all about going to and visiting your community partner, whether that is a physical building or perhaps walking to the area where you will be active.

### Goal:

Get to know community partner better

## Sub-Goals:

- Get excited for Undercurrent
- Learn more about community partner

5 MIN

### Gather at Church

Materials: N/A

**Welcome everyone, make sure that everyone is there.**

Explain where you are going, what they do, and about what the time will look like.

**Remind students that ‘we are here to serve’** and to remember all the lessons and conversations throughout the year.

If you have time either review the upcoming Undercurrent service or thank everyone for being involved.

Get students to write down (either on paper or on phone) the below questions:

- What is the ‘mission’ of the organization?*
- Who are they serving?*

45 MIN

### Visit site

Materials: N/A

The intention of this visit is for the youth to get to know the community partner(s) and to get excited. Ask community partners if they could give a short tour and a brief description of the work they do. In some cases, this may not be possible, especially if you have a larger group and/or multiple community partners. If an in-person visit is not doable, consider engaging in a different way:

- Hosting a representative from your partner organization(s) for a presentation at your youth group*
- Showing a video tour of your partner organization*
- Looking through your partner organization's website with your students*

The goal is to start building a relationship between your students and your partner organization, so feel free to be flexible according to your context.

10 MIN

### Debrief *(to be completed either directly following the onsite visit or at your next meeting)*

After your onsite visit, debrief with your students, referring them back to the questions you asked during your gathering time.

- What is the 'mission' of the organization?
- Who are they serving?
- What did they learn about the work your partner is doing?
- How is God working through them?

5 MIN

## Conclusion

Materials: N/A

Pray for all those involved with your partner organization(s), and thank God for the work they do in your neighbourhood.

# June

*What are we doing?*

## Introduction to the Month's Theme

The intention of this time is to reflect on all the planning that has gone into Undercurrent, celebrate, and finalize how you as a youth group want to engage with your community partner and the rest of the church.

### Focus:

Through reflecting with one another, the hope is that the learning that has occurred over the year will be remembered and planted firmly in the minds of the youth before Undercurrent

### Goal:

Craft 'Team Motto' about how group wants to engage with community partner

## Sub-Goals:

- Celebrate
- Remember what happened during the year
- Say thank you to the awesome Champion Team

5<sub>MIN</sub>

## Welcome

Materials: N/A

### Welcome everyone

Special shout out to Champion Team members who have been working really hard to finalize all the details for Undercurrent next month.

Explain what the evening will look like (food, hanging out, and a short time to talk).

### Pray for food

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25<sub>MIN</sub>

## Eat and Hang

Materials: Food | Lawn Games

Make sure to follow proper health protocols, but spend the first chunk of time eating and hanging out with one another. This is best done outside at a park or someone's yard. Having lawn games available also is a great addition.

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10<sub>MIN</sub>

## Year in Review

Materials: N/A

Remember last week's activity of reviewing the key postures for service.

### What were the key takeaways?



## Team Motto

Materials: N/A

### Preamble

As we think about all that we have learnt this year and about Undercurrent coming up next month. We want to have a TEAM MOTTO that we can use to encourage each other and help remind us of why we are doing what we are doing.

### Discussion

Some examples of secular organization mottos are:

*Boy Scouts: Be prepared*  
*Brownies: Lend a Hand*  
*Paralympic Games: Spirit in Motion*  
*Adidas: Impossible is Nothing*  
*Nike: Just Do it*  
*Canon: Delighting you always*  
*Nokia: Connecting People*

Questions to help identify motto:

*Start with the key learnings from the year. Could any of those potentially be a motto?*  
*What is important for us to remember as we are serving?*

Some examples for youth groups:

*"Jesus for the city"*  
*"We are here to serve"*  
*"Hands and feet"*  
*"Humble hearted servants"*



## Conclusion

Materials: N/A

Thank everyone for participating and reaffirm your motto.

Review any logistical pieces that may be outstanding.

Thank the Champion Team again, and affirm that Undercurrent is going to be awesome.

References: <https://www.leadershipgeeks.com/great-team-mottos/>

# Conclusion

The intention of this resource is to help support you and your students 'prepare' for Undercurrent.

We know that 'events' like this can be really meaningful, however our hope is that Undercurrent can be more than just a 'blip' in the life of students. We pray that your students will be transformed through engaging with this resource, with the event, and through the relationships they build with each other, with adults, and with community partners.

There will be additional resources to support ongoing engagement and learning after Undercurrent.