

Wonderful
YOUTH
'No Outsiders'

Five Biblical sessions created for Black History Month to empower young people between the ages of 13 and 16 to become
'The best that you can be'

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The five studies in this resource may be used in any order.

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Even though there is a vast number of resources on the Christian market to aid young people reflect on their Christian faith few, if any, intentionally enable young people of colour to see their image reflected in the resources. Drawing from a wealth of material coupled with exercises and activities, *Wonderful Youth* aims to address this imbalance by particularly enabling young people of colour to read the Bible through their cultural and theological lenses.

Commissioned by the Baptist Union Racial Justice Hub, *Wonderful Youth* has been written by contributors from Six Ways Baptist Church, Birmingham and John Bunyan Baptist Church, Oxford (both multicultural churches). Their aim is to equip young black and minority ethnic people to appreciate and love God's Word. Designed to be used during Black History Month in October 2019, *Wonderful Youth* also provides a window of opportunity for churches and youth groups to explore and celebrate some of the historical and current unique contributions from people of colour.

Introduction

A brief introduction to 'No Outsiders'

Luke shows us a Jesus who welcomes, walks with and heals individuals - both in their own right and as representatives of social groupings, who at the time would have been looked down upon or shunned or worse.

Jesus sets out his agenda in his home synagogue as he proclaims: good news to the poor; release of captives; recovery of sight; and the freedom of the oppressed (Luke 4:16-30). This is exciting, edgy stuff and it sets the tone for what Luke reveals to us about his ministry.

The Centurion (Luke 7:1-10) - a racial and power gap is bridged in a time of need because of a relationship which cuts through the social, political, religious and ethnic divides.

The anointing of Jesus by a woman in the city (Luke 7:36-50) - an urban story of inclusivity, openness and outrage. The true faith is shown by the voiceless and nameless person from the margins.

The woman who reached out to Jesus (Luke 8:40-56) - a woman in a place where she should never even have been, has a powerful healing encounter. The untouchable outsider meets Jesus.

The parable of the Good Samaritan (Luke 10:25-37) - the old enemy, the Samaritan, is the merciful hero of the piece. Crossing the boundary of prejudice to show love to his neighbour.

Zacchaeus (Luke 19:1-10) - rich and powerful yes, but unpopular. Raises questions about who is included in the Kingdom and what needs to be done to get there. Also, issues around who is on the edge trying hard to be noticed or trying to find out. Plus expectations of hospitality.

In each episode and in the story of the Good Samaritan, either through who he chooses to heal or welcome or what he shows us in his storytelling, Jesus is emphasising his inclusive nature. Each time, the choices that Jesus makes go against the accepted way of doing things and seek to involve and affirm people who are outsiders. It is no big leap to reflect this in how we relate being overlooked, oppressed, excluded, silenced because of being a person of colour, or a woman, or having a disability, or being a young person.

So what we might do as we work with this theme is apply it to life today and see how the Jesus agenda should be our agenda through including outsiders, affirming the oppressed, giving voice to the silenced, setting modern day captives free!



Welcome

The Centurion

Luke 7: 1-10

Aim

- » To enable the young people to gain a deeper understanding of how we are all created in the image of God.
- » To look at the issues that may challenge Godly cohesion in our society.
- » To encourage our youth to look beyond the superficial and see what is really important

Objectives

- » To challenge our youths to be as Christ to others: the friend, the help, the source of encouragement
- » For our youths to make informed assessments on social attitudes and challenge injustice and prejudices and be the voice for the voiceless

Lesson outcome

For our wonderful youth to chose to become a reflection of the welcoming, embracing and loving heart of Christ.

Materials needed

- » Printed worksheet of 'Who's Who?' including the list of jobs or occupations
- » Blindfold
- » Flip chart or large piece of paper
- » Bibles
- » Pens and paper

Croeso

Aloha

Prayers

Lord, may we be a living reflection of you.
May our actions resemble the attitude of the Centurion.

We long for you to say of us
'I tell you, I have not found such faith,
such a desire to do right,
in such as this young man or woman.'
Father, may your will be done in us.
Amen.

Lord God,
We praise you for the gift of concern.
We thank you for all those who go the extra mile
for others.
We thank you Lord that we are all worthy of your
care
And your love.
Amen.

Father, help us to be mindful of the needs of
others.
We are so blessed to be living in a land of peace
and relative prosperity
We sometimes lose sight of the bigger picture.
We forget that not all lives are lived without fear
or suffering.
Help us to be mindful of those places where loss
is so real.
Forgive us when we forget how
difficult life can be for others.
When we forget,
gently nudge us to remember
and reflect.
Amen.

Introduction

Introductory activity

1 Who's who? - matching person to profession (5 minutes)

Place the pictures of people of different nationalities, ages, abilities on the table. Also place the names of the jobs/occupations of those individuals on the table and ask the young people to match the person to the job. Then hand them the sheet with the correct answers.

The teenager will get a few wrong and may be surprised by their findings and the facts

2 Guessing with a blindfold (5 minutes) optional

Ask for a volunteer. Blindfold the individual. Ask for 3-4 volunteers who wouldn't mind their face being touched. Ask the blindfolded person to guess who the other member of the team is by touching and feeling around their face.

Some participants may not guess the identity of others if blindfolded. This exercise could be used to highlight the fact that until we truly see each other as 'individuals' - how they think, feel, live and fellowship - we will never truly know them.

Introduction (5 minutes)

Today we are going to look at a story about a *relationship* that challenged the norms and expectations of the day. This actual event could be set at any time, in any place and in any community. However, it is set in Israel in a place called Capernaum. Jesus has just entered the city after teaching elsewhere about God's expectation of his people: 'Love your enemies, do good to those that hate you,' (Luke 6:27).

Brainstorm

Romans occupied Israel during the time of Jesus. What was the general view held by the Jews of Jesus' day regarding their Roman rulers?

Answer: Cruel, barbaric, mighty, unforgiving, intolerant, ungodly, hedonistic, irreverent, highly trained, fighting machines, loyal, etc.

Open the Word

Read: Luke 7:1-10 *The Kind Centurion*

The main person in the story is a Roman Centurion; a captain of 100 foot soldiers. He has sworn his allegiance to Rome and is ready to fight to ensure her power and expansion. He is strong, courageous in battle, standing his ground even if his life depends on it. No one under his command ever questions his authority. His is the final word. To the Jew he is part of the despised Roman occupation, governing them, and therefore the enemy of Israel. Romans are their oppressors. So, although the centurion has shown himself to be a friend of the Jews by caring for their nation and building their synagogue, he still represents Roman force and occupation.

This Centurion has a servant who is gravely ill and close to death. We see that the Centurion is so anxious over the health of his servant that he sends a group of Jewish elders to ask Jesus to come and heal him.

Barriers to Relationships (6 minutes)

Brainstorm

We have already stated the general character and traits of a Roman soldier but what were the attributes of the Centurion in our passage?

Most Jews would have expected their Roman masters to be vulgar, aggressive and uncharitable. They would have **pre-judged** him yet the Centurion in our story shows none of these traits. He is one who shows care and concern. The Centurion highly valued his sick servant. **He is his friend.**

Discussion

- » What was it that made the youth place some of the positions/descriptions in the Who's Who exercise alongside the chosen characters?
- » Are similar judgements made about others and if so why?
- » Is this something we see happening more and more in our society?

Activity

Statements (6 minutes)

Write on a large sheet of paper one or two statements which have been said about foreigners or used to describe them (eg 'they don't speak our language').

Ask the teenagers to write out or brainstorm as many as they have heard. The statements below could be used for this.

'They are not like us'

'They are taking our jobs'

'They don't speak our language'

'They are all terrorists'

'They are dirty... they smell...'

'They are draining the NHS'

'They are taking over the country'

'They are taking our homes'

Give statistical facts to the contrary, such as:

- » Only 1 in 8 employed within the NHS are foreign nationals ([The Independent - 4 June 2018](#))
- » 86.2% of teachers are white British only 13.6% are from other ethnic groups ([gov.uk - September 2018](#))
- » 3.9 million Black and Asian are stuck in menial agency work with little chance progress ([tuc.org.uk - April 2019](#))
- » The foreign born population is three times more likely to take up private rental compared to UK-born people ([The Migration Observatory - 3 November 2017](#))
- » In order to become a British Citizen, foreign nationals are required to speak good English or to have successfully completed an English Language (ESOL) course and attended Citizenship classes. ([gov.uk/english-language](#))

Taking on board the introductory exercise (Who's who?) and the statements, how could some people feel on coming into the country?

'Don't judge a book by its cover' (5 minutes)

Put young people in pairs and ask them to write one sentence to explain what the idiom, 'Don't judge a book by its cover' means.

Meaning: Don't prejudge someone's or something's worth, value or character by their outward appearance or by what you assume about them or it.

- » NB: Sometimes the very person we would want to reject becomes the person who stretches out their hand to help us when we need it. The last person we think may help (ie The Centurion) actually is the first to volunteer their services.

You may want to ask someone to read out the words of the following poem (Optional):

*If you judge a book by its cover
You will never ever discover
The beauty in the pages
All the rhymes and the phrases
The valleys, the hills
The mysteries and the thrills
The lows, the highs
Soaring into the skies...
If you judge a book by its cover*

*Why judge a book by its cover?
It may not reflect the colour or the glory
Or words unfolding a fantastic story
A tale that draws you to feast
Over a wonderful masterpiece
What a shame if these things you don't
uncover...
My sister, my brother
Never ever judge a book
by its cover*

By C Hudson-Roberts

The Jewish officials were confronted by the truth of the character of the Roman Centurion. They saw first hand that one cannot 'judge a book by its cover.' They were convinced by his goodness:

'This man deserves to have you do this because he *loves our nation* and *built our synagogue.*' (v4-5)

The Jewish officials offer us an example of how all peoples should be received and appreciated for who they are and for their contribution to our society. Just as with this Centurion, many people who make this country their home, love and respect it and make substantial contributions towards its positive growth.

Stewardship: Welcoming the Stranger: (12 minutes)

Attitudes towards Asylum Seekers

- » The Centurion provided asylum for the Jew. He could have ignored his servant's sad situation but he made him comfortable and actively sought to relieve him of pain and discomfort and keep him safe. **He chose to do something about it.**
- » **Stewardship:** The Centurion shows us the true meaning of love, care, friendship and stewardship.

How did he do this?

- » He firstly saw the sick servant as *a person*
- » He saw that he had *a need*
- » He *acted* upon it
- » He got *a result*

Our Call to Stewardship

Britain can be a daunting place for young asylum seekers, refugees and foreigners moving here from other countries. In many parts of the country our schools are now culturally diverse yet the whole educational experience can be particularly overwhelming for them.

Ask the youth to list those cultural and social differences.

Appearance: The person whose *appearance* is different to ours.

Dress: Those whose dress reflects a different *culture* or a different social position

Language: The person who speaks differently, or speaks another *language*

Dietary Habits: The person who eats Kosher or Halal foods

Cultural beliefs: The person whose lifestyle and parental expectations differ to those of Western society

Religion: Those who don't share the same *faith system*

Differences are sometimes wonderfully celebrated but unfortunately, far too often, they can also be ridiculed and challenged.

Application

Sadly, often within the school system, students who are different become victims of malicious words and physical attack. All too often those picked on stand alone. As one student once said about a similar incident,

"I'm picked on every day. They laugh at me when I walk past and constantly make fun of me. They push me and hit me... they take my things... I hate my life."

Many people feel uncomfortable with the unkindness shown to others. They know what is happening, they don't like what they are seeing but they do nothing about it. Here's what a student said about another incident,

"So often I felt guilty for not shouting 'Stop' at the brutality they were inflicting on him. I hated it but just watched."

- » How could we make things better for those seeking a home where we are?
- » What could we do to welcome the stranger in our school/church/youth club?

Task

Place teenagers into pairs and ask them to think of and then create a slogan which could be hung up in a school, church, youth club, etc, that would promote, celebrate and/or highlight tolerance, acceptance, support and sensitivity towards differences in others.

Willkommen

Witany

Velkommen

Close

Conclusion (3 minutes)

Today we have looked at the need to be a help and a comfort to others seeking possible refuge, warmth, hope and acceptance. It is easy to do nothing, to blame or to think the worst. But as we have seen, the Centurion was a man who cut across the expectations of those around him. He challenged the status quo. He cared for the needs of the other and sought to bless them. He held his resident society as relevant. He set the standard by which we should operate and this asks us to pause before we pass judgement on others and cause discomfort. We cannot afford to judge a book by its cover.

The Jewish leaders were compelled to acknowledge the goodness of this Centurion and his acts of charity possibly gave them much to consider on their own attitudes towards the Romans. Jesus marvelled at this foreigner and in his complete faith in him. Jesus' words about him would certainly have been saying to his listeners that there is much to learn from this Centurion.

There are many young people of difference around us. Our schools are increasingly becoming multi-ethnic/cultural. What does our God ask of us? To be a voice for the voiceless, to strive for justice for all and show kindness. To be a friend to the friendless - in short, to do our bit.

Closing prayer

Father, you know how hard it can be to speak out and be the voice of compassion and care.
To offer an ear, a hand, a shoulder.
But Father, help me to be bold enough to be a friend to those who need and long for friendship.
Help me to be that smile that some of my peers long to see.
Help me to be willing and available.
Be my wisdom and my guide as I seek to speak into the lives of others
In your name I pray.
Amen.



Bem-Vindo



Hosgeldiniz



Vítejte

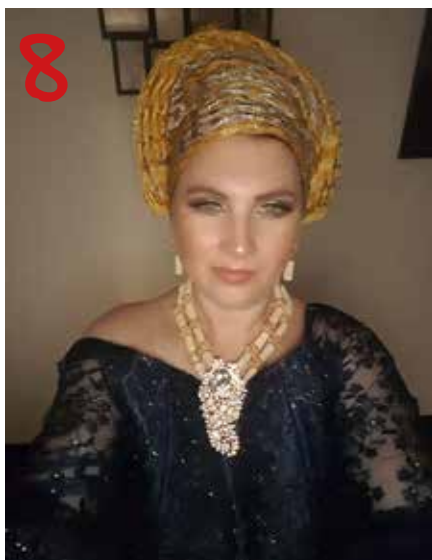


Welcome

Wonderful Youth: Centurion

Who's Who?

Group leader to copy this sheet onto paper or card and trim to give the individual people



Wonderful Youth: Centurion

Who's Who?

Group leader to copy this sheet onto paper or card and trim to give the individual people



Wonderful Youth: Centurion

Who's Who?

Group leader to copy this sheet onto paper or card and trim to give the individual occupations

<i>Stay at Home Mum and Foster Carer</i>	<i>Baptist Minister</i>	<i>Associate Construction Cost Manager</i>
<i>Business Consultant</i>	<i>Associate Specialist Psychiatrist</i>	<i>Lecturer in Hebrew and Old Testament Studies</i>
<i>Composer</i>	<i>Plumbing and Heating Technician</i>	<i>Quality Control and Health Regulator to Hospitals</i>
<i>First Tier Tribunal Judge</i>	<i>Magistrate</i>	<i>Training and Development Officer</i>
<i>Language Teacher</i>	<i>Care Assistant</i>	<i>Offshore Oil Health and Safety Consultant</i>
<i>Accountant</i>	<i>Teaching Assistant</i>	

Wonderful Youth: Centurion

Who's who? answer sheet

- 1 Cassie Kinoshi Composer - Winner of the BASCA Award, 2018 (British Academy of Song Writers, Composers and Authors)
- 2 Kathryn Bracewell Baptist Minister
- 3 Marcia Hudson Quality Control and Health Regulator to Hospitals
- 4 Simon Richard Magistrate
- 5 Kalpina Thomas First Tier Tribunal Judge - a Judge on mental health tribunals and a consultant Forensic Psychiatrist
- 6 Emmy Pearce Care Assistant
- 7 Paul Hudson Offshore Oil Health and Safety Consultant
- 8 Nadia Lavelette Training and Development Officer
- 9 Amy Malumba Associate Construction Cost Manager
- 10 Toks Kinoshi Business Consultant
- 11 Fadia Aidibi Teaching Assistant
- 12 Allison Joy Stay at Home Mum and Foster Carer - previously a PA in the House of Commons
- 13 Dr Jide Adewumi Associate Specialist Psychiatrist
- 14 Emma Barker Language Teacher
- 15 Kelsey Marshall Accountant
- 16 Jon Howlett Plumbing and Heating Technician
- 17 Keyigumpeule Thou Lecturer in Hebrew and OT Studies - currently undertaking research on Interpreting the Dead Sea Scrolls

The anointing of Jesus

Luke 7: 36-50

An urban story of inclusivity, openness and outrage. The true faith is shown by the voiceless and nameless person from the margins.

Aim

- » To help the young person know that God loves and accepts us all; to know no one is excluded from God's kingdom

Objectives

- » Learn how to identify people in their life who are outsiders
- » Respond effectively to those who are marginalised
- » Take positive steps to prevent people from feeling marginalised

Lesson outcome

To encourage the young people to think about who in their world might feel like an outsider, the emotional impact it has, and what can they do to make all people feel welcomed.

Materials needed

- » Printed copies of 'How do you feel?' sheet
- » Sheet with 'welcome in other cultures'
- » Computer with internet access to show videos
- » Projector and screen (if you have a large group)
- » The Message version of the Bible
- » Pens and paper

Prayer

Father God we thank you that we are welcome in your Kingdom and can freely hear and study your word. We pray that our eyes, hearts and ears are open to what you want us to understand today and that we will have the strength to do all you ask of us. In Jesus' name we pray, Amen

Introduction

Icebreaker (5 minutes)

Read the descriptions of the biblical characters/ famous women who were once on the outskirts of society and get the group to guess who they are.

- » Rita Ora: world famous singer who was born in Yugoslavia (now known as Kosovo) whose parents left the country during the persecution of Albanians
- » Malala Yousafzai: originally from Pakistan but moved now to Birmingham after the Taliban tried to kill her for writing blogs on Taliban rule
- » Naomi: left Bethlehem for Moab with her husband and sons after a famine, was left in a difficult situation when her husband and sons died
- » Mila Kunis: actress who was born in Ukraine and moved to America after her parents feared religious persecution
- » Alek Wek: model and fashion designer whose family left Sudan during the war
- » M.I.A: singer and rapper moved from Sri Lanka to the UK in the 1980s as her family are from the Tamil race
- » Rahab: Prostitute woman from the Old Testament who hid Joshua's spies, and was later seen as righteous for helping God's people

Benvenuto

Namaste

Open the Word

Read: Luke 7: 36-50 from *The Message*

Short discussion questions (5 minutes)

- » What are your initial thoughts on the reading
- » Did Simon have a right to look down on the woman because of her past?
- » How might the woman have felt if Simon had said his comments out loud
- » Do you think it was right for the woman to use all the perfume

Prayer

Prayer of thanksgiving:

Father God, we thank you for always providing for us, that we have people who care for and love us. We thank you that you provide for all our needs, and that you don't withhold anything good from us.

Encourage the group to name one thing they are thankful for.

In Jesus' name we thank you.

Prayer of confession:

Father God, we are sorry for all the times we have done wrong, when we have not listened to your voice and put our needs first. We are sorry for all the times when we have missed opportunities to do good, and walked away when we have seen people treated badly. We are sorry and we do ask for forgiveness in Jesus' name.

Prayer for others:

Father we pray for the women who have been marginalised and treated wrongly for doing what you called them to do. We ask that you give them wisdom and courage to do all you call them to do; we pray for safety for them and their family; and for you Lord to change the hearts of all who mean them harm.

In Jesus' name

Amen

1 mullymovie.com

2 www.youtube.com/watch?v=hRLE-DVHAIK

Activity

Games (5-10 minutes)

- » Half of the group stand as still as a statue, the other half try to get their attention. If someone moves, they are out and the other team have a go. Discuss how it felt to try and get someone's attention and be ignored.
- » Ask the group to make a circle and hold hands. The aim is to keep the circle. One person has to try and join the circle. How does it feel not to be allowed in?

Let's Pray (5-10 minutes)

- » How do you feel when people ignore you, or treat you badly? Have the images of feelings/mood faces cut out, get the group to choose feelings and stick them on a poster.
- » Ask the young people to remember a time when they felt like an outsider. Ask them to write down what happened on a piece of paper. Gather up the papers and give them to different young people to read. Spend some quiet time praying for people who may be in that situation now.

Open the Word

Understanding the reading (10 minutes)

In the Bible reading the woman uses all she has to show her love and respect to Jesus. Money and gifts is one way to show your appreciation to others but is not the only way - for example, using your talents or time to bless others.

In the film *Mully* Charles Mully uses his past experiences to build an orphanage that has supported thousands of children. Charles gives a second chance to many children who, if left, would have been on the outside of society.

- » Show the trailer for the movie¹ to the young people or a clip² and ask for their thoughts on how Mully included those children on the outskirts of Nigeria

Leaders notes: Instead of looking down on people like Simon did, we can be welcoming to everyone no matter what their past has been like. We should also take the lead at welcoming others and not wait for others. As it was Simon's house he should have been the one who was most welcoming to Jesus.

Activity

Welcomes from other cultures (10-15 minutes)

Let's look at welcomes from other cultures to see what we can learn.

Split the group into teams. Two people from each group have to mime the following welcomes and get the remaining team to guess the country. [Or the leaders do the miming then ask the young people to guess.]

- » **India:** when arriving at a house the hostess will offer water which is to be accepted and drunk
- » **United Arab Emirates:** guests are served coffee and dates
- » **Tibetan monks:** stick their tongue out, and/or press their hands together and place them in front of their chest to show peace
- » **Philippines:** elders are greeted by taking one of their hands and gently pressing onto your forehead, it shows respect
- » **Japan:** bowing
- » **Oman:** men greet each by pressing their noses together
- » **New Zealand:** traditional Māori greeting of pressing their noses and foreheads together and looking each other in the eye
- » **Malaysia:** stretch out their hand and touch the other person's fingertips and then bring hands to their hearts
- » **Kenya:** tribe warriors perform a jumping dance
- » **Thailand:** pressing hands together in prayer style and slightly bowing their head

Many women are excluded from society and spoken about in negative ways, however God sees the worth in all of us. Watch the video and discuss how God can change lives, and makes people feel welcomed into his kingdom and redeem their worth.

<https://www.ucb.co.uk/stories> (Chantell's story)

Warning this may not be suitable for younger secondary children as she discussed losing her virginity and becoming a lap dancer.

Leader's notes: Draw out from the discussion that to God we are all the same, we can be ashamed to approach God but he calls us to 'come boldly' to his throne of grace; that we are to accept and welcome all people no matter their background

Ask the young people to think about the negative words you have heard used about women. Put the group into pairs and ask them to write a rap/poem in response to the negativity.

Then watch the 'kids recite phenomenal woman' video in which children between the ages of 6-11 recite this poem by Maya Angelou https://www.youtube.com/watch?time_continue=108&v=8folw5SU718

Prayer

Leaders notes:

Many women can feel excluded from society when they try to seek change and/or become Christians. Read out some information about the women in the Release magazine:

<https://releaseinternational.org/release-women/>

Twen's story <https://releaseinternational.org/wp-content/uploads/2018/11/PoF-profile-Twen-bw-03.pdf>

Ask the young people to pray for the women.

Close

Words in action (15 minutes)

What can you do this week to welcome people at church, in our neighbourhood, or school?

Leaders notes: Give the young people an option of writing encouraging letters/drawings to people who have been imprisoned for their beliefs. Letters help people know they are not forgotten and are still a part of society and God's kingdom.

For more details:

<https://www.csw.org.uk/connectencourage.htm>
<https://www.opendoorsuk.org/act/letter/>

Closing prayer

Lord God we thank you for your word.

We ask that this week you help us to be more loving and encouraging to others who may feel on the outside of society.

We pray that your Spirit directs us to those who most need to feel your love and kindness this week.

In Jesus, name.
Amen



Hosgeldiniz



Selamat datang

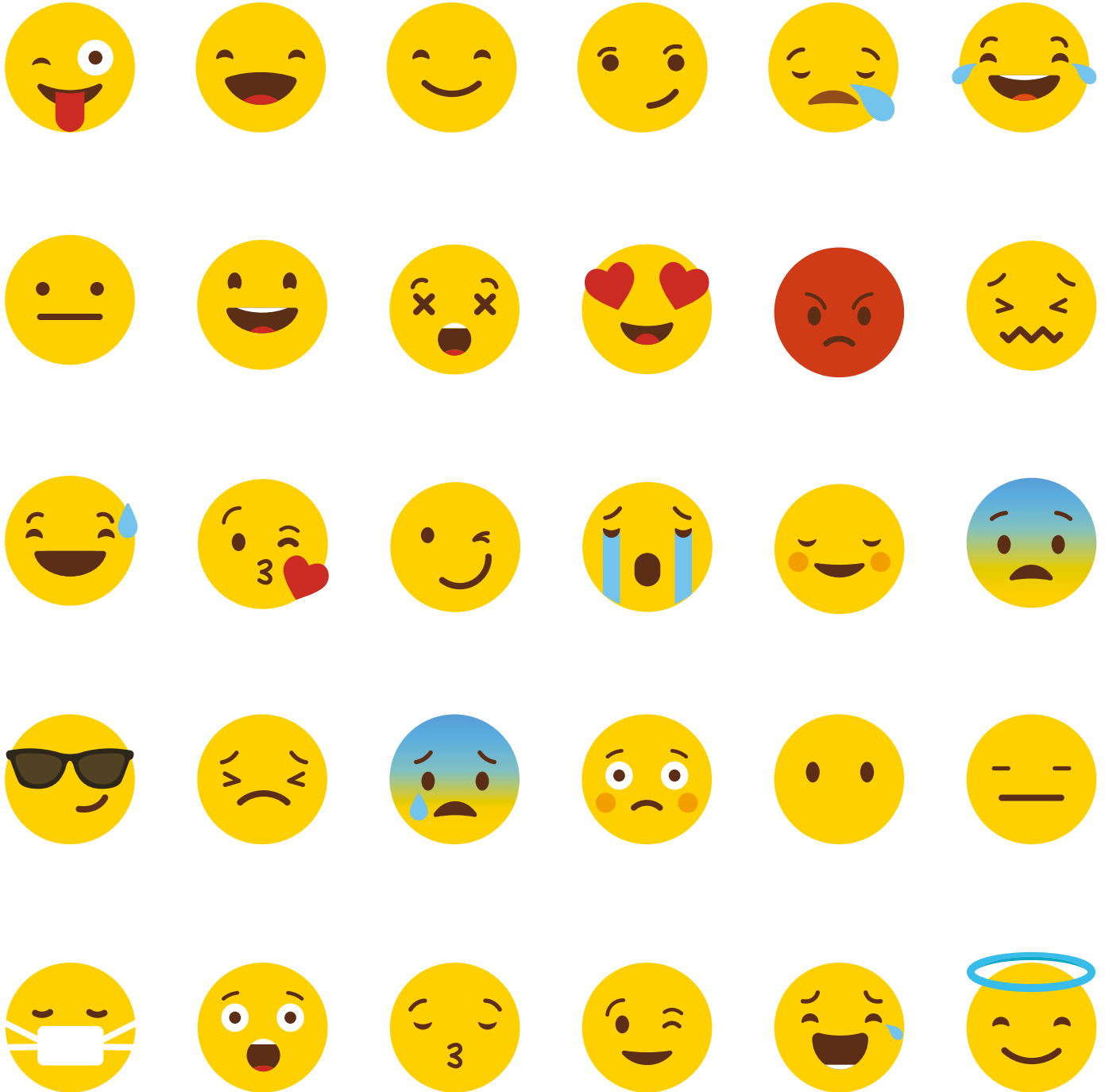


Velkommen

Wonderful Youth: Anointing

How do you feel?

Group leader to copy this sheet onto paper or card and trim to give the individual moods.



Wonderful Youth: Anointing

Welcome in different cultures

Group leader to copy this sheet onto paper or card and trim to give the individual instructions.

<p>When arriving at a house the hostess will offer water which is to be accepted and drunk</p> <p><i>India</i></p>	<p>Guests are served coffee and dates</p> <p><i>United Arab Emirates</i></p>
<p>Stick their tongue out, and/or press their hands together and place them in front of their chest to show peace</p> <p><i>Tibetan monks</i></p>	<p>Elders are greeted by taking one of their hands and gently pressing onto your forehead, it shows respect</p> <p><i>Philippines</i></p>
<p>Bowing</p> <p><i>Japan</i></p>	<p>Men greet each by pressing their noses together</p> <p><i>Oman</i></p>
<p>Traditional Māori greeting of pressing their noses and foreheads together and looking each other in the eye</p> <p><i>New Zealand</i></p>	<p>Stretch out their hand and touch the other person's fingertips and then bring hands to their hearts</p> <p><i>Malaysia</i></p>
<p>Tribe warriors perform a jumping dance</p> <p><i>Kenya</i></p>	<p>Pressing hands together in prayer style and slightly bowing their head</p> <p><i>Thailand</i></p>

The woman who reached out to Jesus

Luke 8: 40-56

Aim

- » To enable the young people to appreciate that Jesus came to set them free from the things of this world that limit their lives
- » To encourage the young people, in their lives, to reach out to Jesus

Lesson outcome

For our wonderful youth

- » To understand the text and in particular the significance of what both the woman and Jesus do
- » To consider ways that individuals and groups have to take risks to break through in life
- » To get to grips with the notion of a miracle such as this

Introduction

This woman is in a place where she should never even have been and gets to have this amazingly powerful healing encounter with Jesus. The untouchable outsider meets Jesus: she is a woman and she has a continual flow of blood. These two things mean that under Jewish law she should not come into contact with a man. But she has suffered for 12 long years and no doctor has been able to help her. So, in the busyness of the crowd as people clamour and press in to get to Jesus... she manages to touch the very outer part of Jesus's clothes. And she is healed, there and then. And Jesus knows this. He attributes it to her faith.

Materials needed

- » 'Feely bag' containing a random selection of items
- » Images of different styles of dress and countries
- » Computer with internet access to show videos
- » Projector and screen (if you have a large group)
- » Bunting materials - cotton fabric, paint, glitter, felt tip pens, string, scissors, thread and needles or safety pins
- » Pens and paper

Activity

Introductory activities (10 minutes)

Tig and tag – play this traditional 'playground' game where individuals have to be touched to be released.

Talk about the way that having contact with someone who is on our side can set us free.

Feely bags – a cloth bag containing a random selection of mystery items (quantity depends on the size of your group). The group members take it in turns to feel the bag to try to identify one item each.

Talk about the importance of touch.

Quiz – Have images of different styles of dress and a list of countries from around the world and get the group to match the style of dress with the country usually associated with it. Use the sample worksheet or create your own.

Jesus was wearing a style of dress that meant the woman could reach and touch his cloak. Also, appreciation of 'difference'.

Prayer

Prayer of thanks and confession

We thank you God, that through Jesus, we have the route to freedom.

We thank you that through Jesus we can be made well.

We thank you that through Jesus we are welcomed whatever.

Forgive us Lord for the times when we do stuff that limits other people's freedom.

Forgive us when we crowd out people who are in need.

Help us to have the faith to know that you are freedom!

Amen

Prayer for others

Lord Jesus, our freedom!

We thank you for all those who have believed, like this woman, that you can set us free.

We thank you for the way you have set so many people free from so many things!

But we know that there are so many people in our world who are not free, so we reach out to you, like the woman who reached out to Jesus.

We reach out for peace in our world.

We reach out for justice for all who are wrongly accused, wrongly arrested and imprisoned because of the colour of their skin or their background.

We reach out for freedom from governments who keep people down.

We reach out to you, Lord Jesus.

Amen

Open the Word

Read: Luke 8: 40-56

This woman, who to us has no name, is somehow able to battle through the crowd and reach out enough to be able to touch Jesus' clothing. Get the group to think about how tough and scary this must have been.

Talk about how there are so many people, past and present, where prejudice, discrimination and disadvantage have made it really hard to achieve or even to enjoy a reasonable life.

Video discussion (10 minutes)

Watch all or some of these clips and discuss issues that arise:

Lenny Henry talks about his parents:

www.bbc.co.uk/programmes/p04frjqh

The Obama moment:

www.bbc.co.uk/programmes/p04hr09s

(there is a very brief and mild use of swearing in this one – this is at your discretion)

Errol Lawson's testimony:

www.youtube.com/watch?v=HvbcoGAHgUs

Stormzy sets up a scholarship fund to enable young people of colour to access Oxbridge education more readily:

www.cam.ac.uk/news/stormzy-unveils-cambridge-scholarships

Brother Peter Tabichi, winner of the 2019 Global Teacher Prize:

www.bbc.co.uk/news/business-47658803



Activity

Freedom bunting (10-15 minutes)

Cut out triangles/squares of cloth for the group to decorate with whatever resources you have.

As you do this creative activity together, talk about it being a way of remembering the following:

- » that our unnamed woman touched the hem of Jesus' cloak and then was set free;
- » that we should reach out to Jesus, who set us free;
- » that we should celebrate people, especially from BAME background, who have broken through barriers such as racism and sexism to achieve great things;
- » that we should pray for and try to help people who still need to be set free.

Attach the material to the string/rope to create a line of bunting.

Use what the bunting represents as a focus for prayer.

Close

Reach out for freedom (5-10 minutes)

Inspired by Jesus and by the woman who shows such great faith in him, challenge the group to strive to set goals for the year ahead.

These might be very personal.

Encourage the group to write these down on a postcard to send to themselves or on a blank piece of card to simply take home with them.



Wonderful Youth: Reaching out

Quiz

Group leader to copy this sheet onto paper and trim to create individual photos.



1



2



3



4



5



6

Photo credits:

- 1 Sofia Henriques | freeimages.com
- 2 Nick Pye | freeimages.com
- 3 Murat Cokal | freeimages.com
- 4 jcomp | freepik.com
- 5 Zsolt Zatrok Dr | freeimages.com
- 6 Jeffrey van Rossum | freeimages.com

Answers

1 Senegal

2 Peru

3 Turkey

4 Thailand

5 Masai (Kenya and Tanzania)

6 Vietnam

The parable of the Good Samaritan

Luke 10: 25-37

Aim

- » To enable the young people to gain a deeper understanding of how Jesus crosses all boundaries, challenges prejudice and breaks down all barriers of discrimination, especially, as shown here, in the case of racism
- » To gain a greater appreciation of the importance of acting with love, mercy, compassion
- » To become even better as Christian citizens

Objectives

- » To understand the text and, in particular, the message that Jesus is communicating
- » To take a more active and proactive approach in helping other people, especially those from a background different from their own
- » To put ourselves in the shoes of all of the characters in this story

Lesson outcome

For our wonderful youth to understand:

- » That everyone is our neighbour, in the words of New Zealand Prime Minister, Jacinda Ardern in response to the Christchurch massacre: “they are us”
- » The importance of helping others across all boundaries

Materials needed

- » 3 chairs and 6 dessert spoons
- » 2 parallel rows of sturdy (but not too heavy) chairs
- » Bibles
- » Flipchart and pens
- » *The Windrush Legacy - faith in migration* DVD (available from London Baptist Association)
- » Selection of paper in different colours and textures, scissors and glue
- » Computer with internet access to show videos
- » Projector and screen (if you have a large group)

Introduction

The old enemy, the Samaritan is the merciful hero of the piece. Crossing the boundary of prejudice to show love to his neighbour. The cue for Jesus telling this story is a lawyer trying to catch him out (v25) and then wanting to justify himself (v29). It seems Jesus then has to get the lawyer to see who his neighbour is, to challenge his established ideas. Not only does it turn out that the true neighbour is the one who is the untouchable outsider whom the lawyer presumably was highly prejudiced towards; but turns out also that the neighbour is the one who helps, who is ‘neighbourly’, crosses the boundary, shows the compassion.

Samaritans were from the same roots as the Jewish people but there had been a separation many years before the time of Jesus, so now there was great animosity.

Under Jewish law, the Priest and the Levite would be forbidden to have contact with the bloodied man lying on the roadside. They were doing the right thing by the law, but Jesus is wanting to show a different way that breaks free from the law and is driven by mercy and love.



Activity

Three-way spoons game (5-10 minutes)

You need:

3 players, 3 chairs and 6 dessert spoons.
Set the chairs in a triangle with about 2-3 metres between each chair. Place two spoons on each chair.

One player stands behind each chair with their hand on the back of the chair. On the command "Go!" each player has to run to another chair and pick up one spoon at a time and then run to place this on their own chair. The first person to get three spoons on their chair is the winner.

The game is fast and furious and ultimately selfish. It is about looking after number one. This sort of approach is part of what Jesus is seeking to challenge in the Good Samaritan story.

Chair relay (10 minutes)

You need:

2 parallel rows of sturdy (but not too heavy) chairs.
Split the group into two teams. One team stands on one row of chairs, one on the other. Leave a gap of at least 1.5 metres between the two teams.

The two teams have to move their row of chairs along to a finishing line by passing the rearmost chair along the line to the front and shuffling the chairs along in this way again and again. Teams are not allowed to get down off the chairs.

The team that wins is most likely the team that helps each other.

Open the Word

Read: Luke 10:25-37

Crossing over the road (10 minutes)

What would make the young people cross over the road? Examples: someone with a big dog; someone who is shouting; someone we have fallen out with.

Get the group to come up with their own suggestions. Write these on a flipchart.

Reflect: sometimes this is understandable. It is about keeping ourselves safe. The Samaritan takes a risk in helping the man who has been attacked.

One risk might have been rejection.

Use the example of Dass's story from *The Windrush Legacy - Faith in Migration* DVD when, as a nurse, some white patients in hospital did not want her to touch them.

The response that is held up by Jesus as the right response to the problem, is that from the outsider - from the person that the others would not trust, nor even like.

Who might the group struggle to give help to or receive help from?

Who from the world today might we put into the story?

Discussion (10 minutes)

Discuss any or all of the following:

- » Read or recount the story of Pastor Norbert Valley: <https://www.amnesty.org/en/latest/news/2018/10/switzerland-authorities-must-drop-absurd-charges-against-priest-who-showed-compassion-to-asylum-seeker/>
- » and/or think about this quote on the parable of the Good Samaritan:
"I imagine that the first question the priest and Levite asked was: 'If I stop to help this man, what will happen to me?' But by the very nature of his concern, the good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?'"

Martin Luther King Jr, Strength to Love

- » Read or recount the story of Ivan Humble <https://www.bbc.co.uk/bbcthree/article/ec9df017-8af5-4bd0-96e4-e6d86141bed1>



Open the Word

Let justice roll... (5-10 minutes)

It is really good that for thousands of years this story has inspired act after act of kindness. One danger with this story is that it can just become a justification for lots of individual/token, but nevertheless good, acts of kindness.

We should not overlook the way that Jesus and the Samaritan in his story were challenging the way society, religion, law worked at that time. In our time we should do positive things that challenge injustice more widely and provide help more widely.

Maybe you might want to look at Micah 6:6-8, Amos 5:24 or Isaiah 58:1-12 and/or encourage the young people to not only help individuals but support the work of charities like Christian Aid, Oxfam, Tearfund, Shelter, Amnesty, Open Doors and more besides.

Rainbow alliances (5-10 minutes)

Discuss how the African National Congress led by Nelson Mandela crossed racial and other social boundaries, uniting people from all sorts of backgrounds in opposing apartheid. Is this the best way to bring about change? How might it complicate things?

A Good Samaritan? (5-10 minutes)

Look at the story of Pastor Bennie Newton, who intervened to save a man caught up in rioting. Best to describe the situation rather than watch a clip.

See: <https://www.nytimes.com/1993/04/28/obituaries/benny-newton-los-angeles-pastor-60.html>

Croeso

Welcome

Activity

Drama (10 minutes)

Retell the parable as it is, or bring it up to date and to the young people's context.

Art (10 minutes)

Encourage the young people to draw around their hands on different types of paper, cut them out and create a circle of hands picture (see the samples on page 26). Use paper in different shades and textures to reflect different ages and ethnicities.

Prayer

A Prayer of thanks and confession

Loving God

Help us to worship and serve you.

Help us to learn from what Jesus shows us.

Please forgive us when we have crossed over the road to avoid people.

Forgive us when we try to catch people out.

Forgive us when we hide behind rules or even reasons when we could actually do more to help.

You showed us how to live alongside each other.

You showed us how to be good neighbours.

Help us to live this out, to live as you want us

to live, to walk in the footsteps of the Good

Samaritan, to walk in the footsteps of Jesus.

Amen.

A Prayer for others

Who is our neighbour?

Jesus of Nazareth, you are our neighbour.

Help us to see you in all of our neighbours.

Help us to take risks to help those in need.

We pray for all of our neighbours today

People next to us

People far away from us

People who will go to bed hungry

People who are seeking safety

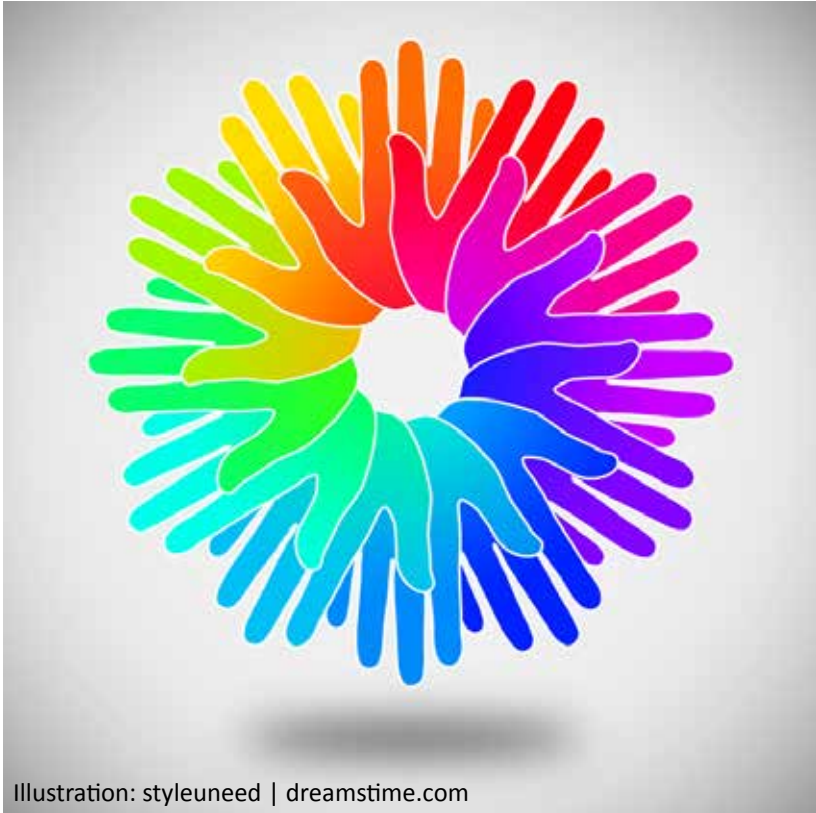
People who are different from us and yet the same.

We pray for our neighbours.

Help us to see you in our neighbour.

Amen.

Circle of hands samples



Zacchaeus

Luke 19: 1-10

Aim

- » To encourage young people to be the best they can be by learning about the power of repentance

Objectives

- » To help young people better understand how they can relate to the story of Zacchaeus
- » To help young people understand more deeply the forgiving God
- » To help young people put into practice the regular discipline of repentance

Lesson outcome

- » To enable young people to understand the real meaning of repentance and to develop the discipline of repentance in their daily lives

Materials needed

- » Bibles
- » Paper and pens
- » Copies of 'Saying sorry' sheet
- » Computer with internet access to show videos
- » Projector and screen (if you have a large group)
- » Journal notebooks (one for each young person)
- » Masking tape and balloons

Willkommen

Welkom

Introduction

Zacchaeus was a tax collector of the city of Jericho and learnt that Jesus the prophet was passing through the city. Since Zacchaeus was short in stature, he ran ahead of the crowd and climbed up into a sycamore tree to have a better view of Jesus. When Jesus arrived, he noticed Zacchaeus in the tree and said to him, 'Zacchaeus, hurry and come down, for I must stay at your house today.' After arriving at Zacchaeus' residence, he said to Jesus; "half of my goods I give to the poor and if I have defrauded anyone of anything, I restore it fourfold". His actions reveal that his repentance and faith are genuine.

The example of Zacchaeus, who gave away half of his goods, emphasises the kind of open-hearted kindness that characterizes those whose hearts have been transformed by the gospel. Jesus then says, "salvation has come to this house".

The story also reinforces the wonderful love of Jesus, for if Jesus can forgive a corrupt tax collector he can forgive anyone.

Icebreaker (2 minutes)

Watch the video of the story of Zacchaeus (in Spanish) available from https://www.youtube.com/watch?v=UuF_4PsqA-0

- » Whilst watching the video, encourage the young people to listen out for four Spanish words they are able to translate into English.
- » After you have finished watching the video, discuss the Spanish words that the group is familiar with.

Activity

The Windrush Scandal (10 minutes)

The Windrush scandal concerned people who were wrongly detained, denied legal rights, threatened with deportation and, in at least 83 cases, wrongly deported from the UK by the Home Office. Most of those impacted were British citizens who had arrived in the UK before 1973 from the Caribbean countries as members of the Windrush generation. As well as those who were wrongly deported, many were wrongly detained, lost their jobs or homes and denied medical benefits. Indeed, this was a massive scandal.

Encourage the young people to have a look at the first two minutes of the YouTube video *Windrush: Grandmother re-enters UK - BBC News* at www.youtube.com/watch?v=GamxNrkwqMw

The story highlights the tragic story of a Caribbean grandmother who was not permitted to return to the UK from the Caribbean. After you have watched it explore some of the following questions:

- » Are there similarities between the Windrush scandal the story of Zacchaeus?
- » Explain why you think it might be difficult for those impacted by this scandal to forgive the Home Office/ Government?
- » As you can see from the reading of the Zacchaeus' story, he gave 'half of his goods to the poor' as a form of repentance. Do you think the Government should make financial compensation to those impacted by this situation?
- » Discuss how difficult it is for you to forgive those that have hurt you?

Prayer activity (5 minutes)

You may want to do this exercise in a group or the young people may rather do it on their own. Either way pens and papers are needed for this exercise.

- » Ask the young people to write on paper how they think they may have hurt God in the last few days.

- » Ask them to reflect on who they have excluded and why, and to write this on the paper.

Gather up the papers and burn them or shred them - the important thing is to get rid of them. Remind the young people that when we repent of our sins we are totally forgiven by God.

Ask the young people to read 1 John 1: 8-9 to each other.

- » Now ask the young people to reflect on who they have included into their close circle of networks and why, and to write this on paper.

Encourage the young people to pray for each other to be welcoming of others.

Forgiveness logo (7 minutes)

Ask the young people to quickly sketch a couple of the following brands: Burger King, M&Ms, Pizza Hut, Subway, KFC, YouTube, Gucci, Vans, Coca Cola, Gap, Nike, etc. Each young person then shares their sketch with the group and the others can briefly explain what the brand means to them and why they might find it attractive.

After this, encourage each young person to create a logo/symbol representing the forgiveness of God. The group can discuss what they find helpful about the sketch and why they think the symbolism speaks of a forgiving God.

Prayer

Dear Lord,
Thank you for your kindness, love and mercy.
We are so grateful to you that when we confess our sins you are faithful and just to forgive our sins. We are so sorry Jesus for the times when we have said things that we should not have said, gone to places that have made you unhappy and treated people unkindly.
I repent for not following in your ways.
Please God have mercy on me.
In Jesus' name.
Amen

Activity

Saying sorry (5 minutes)

Different nationalities have different ways of saying sorry, or 'I apologise'.

Think about one thing that you may have done recently to hurt, even slightly, one of your friends.

Say sorry to your friend, not in English but, in one of the languages on the worksheet.

Open the Word

Zacchaeus did not only repent, he went a step further and made reparations. Realising that he was a part of a bigger system of oppression - one that rewarded him for the kind of activities he was conducting on behalf of the authorities - he not only confessed his sin but promised to give away half of his accumulated wealth and make amends to all those who fell victim to his wrongdoing.

Activity

Keep a Journal (5 minutes)

Give each of the young people a small notepad and encourage them to keep a journal in which they:

- » write about some of the things they might have done that have not made God happy
- » write about some of the things they need to repair as a sign of their repentance. This may be offering an apology to a friend or paying someone back because they have taken their generosity for granted.

Let the young people know that they don't need to write in their journal every day, but encourage them to update it from time to time.

Prayer

Before you spend time praying for others, think about some of the countries that Britain profited from in the past. Sadly, many of these countries are still suffering from the legacy of historical mistreatment - countries such as Jamaica, India, Burma, South Africa, Ethiopia. Choose one of these countries, go online and do a little research about the country and then pray for it.

The following prayer of intercession is only a guide:

Lord we thank you that you have created all people in your image.

All the nations of the world are important to you.

You value all people regardless of ethnicity, nationality or background.

I pray that the legacy of British rule will not hold India back. We thank you God that, despite British rule in the past, India continues to grow from strength to strength.

May it become a nation that is able to feed all its poor, home all its homeless and be a nation where rich and poor live in peace, stability and harmony.

In Jesus' name.

Amen

Open the Word

Read: Luke 19: 1-10

Read the story of Zacchaeus aloud and discuss the following questions:

- » Why did Zacchaeus not have any friends?
- » How was he able to see Jesus?
- » How did Jesus show Zacchaeus love?



Activity

Game (5 minutes)

Place several pieces of masking tape on the floor in the room, one for each young person. Have each young person stand on a piece of masking tape and explain that they must keep their feet on the tape at all times.

Then blow up a balloon and explain that it represents Zacchaeus.

Tell the young people that they are going to pretend to be the people that did not like Zacchaeus and must try to keep the balloon off the ground without stepping off their tape. [If you have a large group, add extra balloons.]

After the game, talk about the importance of acceptance and inclusion that Jesus showed to Zacchaeus.

Explain that Jesus accepts and include all people regardless of gender, race or disability and we are to include all people in our friendship circle.

Prayer

Conclude by asking the young people to pray for each other.

Namaste

Aloha

Bem-Vindo

Witamy

Benvenuto

Willkommen

Welkom

Welcome

Vítejte

Croeso

Hosgeldiniz

Selamat datang


Velkommen

Wonderful Youth: Zacchaens

Saying Sorry

Group leader to copy this sheet onto paper.

Toobaddu <i>Swahili</i>	Ironupiwada <i>Yoruba</i>
Ukuphenduku <i>Zulu</i>	Tovbe <i>Turkish</i>
Aithri <i>Irish</i>	Anger <i>Swedish</i>
Pagsissisi <i>Filipino</i>	Tobat <i>Malay</i>



Wonderful
yOUTH

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