**SERVEUP 2019**

**- Staff Manual -**

***How to plan and lead a successful Spring Break trip***

******

***Rebuilding lives thru***

***Rebuilding Homes***

**Table of Contents**

**Page Contents**

3-6 Section 1 – Introduction, History and Vision

7-8 Section 2 – Staff Preparation: Connecting ServeUP to Campus Work

9-11 *Article – How to Lead with Authority*

12-13 Section 3 – Student Preparation: Equipping Students on Campus

14 *Article – ServeUP Throughout the Year*

15-16 Section 4 – Basic Schedule and Working with Partners

17-19 Section 5 – Connection of Jesus to Justice: Curriculum Advice

20-22 Section 6 – Application to Campus: Strategies for Successful Follow-Up

**24 Appendix A: Student Policies**

**25-29 Appendix B: Student & Staff Finances**

**30 Appendix C: Curriculum Outlines**

**31-39 ServeUP 2018 Curriculum: John 11: Loss and Hope**

**40-44 Classic Curriculum: Luke 4, John 2, Luke 10, Luke 19**

**45-50 Tom Brink Suggestion: John 11 (2 parts), John 2, Luke 10**

**51-53 Additions: Mark 10 & Mark 12**

**54 Appendix D: Role of Program and site directors**

**55 Appendix E: Prayer Coordinator Role**

**56 Appendix F: Alumni & Non-student Volunteers**

***SERVEUP has been and* still is a key component in serving New England students and staff to fulfill its mission on campus since 2006!**

**Section 1 – Introduction, History, and Vision**

The DNA of **SERVEUP** (formally called **KRUP – Katrina Relief Urban Plunge**) was forged well before Hurricane Katrina hit the Gulf Coast in 2005. Tom Sharp, InterVarsity staff at Yale, had pioneered taking mixed groups of Christian and non-Christian students on Alternative Spring Break trips to Voice of Calvary, Mississippi with success. The projects were based around issues of social justice and it was found that this was a connecting point between Christian and non-Christian students. The trip became a key place to build relationships, points of relevancy, give opportunity for discussion over Scripture, as well as follow Christ into his heart for the poor and those affected by injustice.

To encourage InterVarsity students to broaden their interaction with non-Christian students, they began a “bring a friend” plan, with the goal of bringing 50% non-InterVarsity students. If an InterVarsity student brought a non-Christian friend both they and the friend would come at half price. This was a key aspect of recruiting in the early days.

When Hurricane Katrina struck, all attention turned to New Orleans and the Gulf Coast in the 2005-2006 school year. Many New England InterVarsity groups independently sent groups down to the Gulf coast to remove debris and mud-out homes. The first year, a few hundred students went and took on the dual purposes of caring for the needy and “bringing a friend” to open up relationships back on campus.

At this time New England InterVarsity was also shaping the focus of its mission. In the spring of 2006 we met to confirm the following mission statement:

***Our mission in New England is to advance the Kingdom through whole life conversion to Jesus, students moving from cynic to seeker to follower to leader to world changer.***

With a new focus on what was called the “conversion continuum,” staff began to see how KRUP could be a key component to moving campuses towards this mission and the left side of the continuum by intersecting with more and more segments of campus.

In spring of 2007, a focused effort was put towards regional organization of KRUP. More campuses could take advantage of helping in New Orleans and could move their groups towards the mission through bringing friends. In 2007, more students (300-400) became involved and more groups were connecting with non-Christians on campus. The culture of InterVarsity New England was changing to include cynics.

We have seen a growth in KRUP from upper 400’s in 2008, to 594 students in 2010, to a high of 763 in 2014. With this increased use of KRUP, we have seen chapter planters using it as a key tool as well as the culture of an existing fellowships turned towards our new missional strategy.

It was one of the Regional Goals, that “*by 2012, every campus group will be involved in a conversion continuum project like KRUP or a KRUP-like equivalent approved by the Divisional Director.”*

**KRUP** became a major component of conversion growth and culture change in New England. As more schools and students came we needed to expand to other sites, as in Tampa Florida in partnership with the Tampa Underground. In 2013, after 7 seasons we decided to change to the name to **ServeUP**, acknowledging that much of the work in New Orleans was no longer Katrina related and that we would be moving to other locations as the need warranted. In 2016-2017 we launched the curriculum centered on racial reconciliation. At this point, we also expanded the program towards Baton Rouge, as they had been impacted by heavy flooding in 2016.

In the Spring of 2018, we moved out of New Orleans to re-establish ServeUP as a disaster relief project that would “rebuild lives through rebuilding homes”. Hurricane Harvey and Hurricane Maria moved us back to the root of ServeUP in disaster relief. We also felt that being a service project alone lessoned the appeal for non-Christian students. We also have realized that InterVarsity staff and students had begun to stray from the original mission of ServeUP, which is to reach the skeptic and cynic student on the far end of the conversion continuum.

We have now seen an increase of the impact of Global Warming and in 2018 moved towards Houston and Puerto Rico to help rebuild. In 2019, we will put increased efforts towards Puerto Rico, Houston, and potentially the Florida Panhandle.

- **Vision of the Project –**

Our goal originally during KRUP was to help people feel safe around Christianity, so they may see it as an option and we would provide opportunities for these folks to learn more. The week is about what Christians are about: justice, love, and commitment to Jesus. No one should ever feel put in a corner to believe something, but give an open and safe place to explore. Through ServeUP we see doors opened on campus to engage with cynics and seekers. The experience of serving and exploring Jesus together during ServeUP has been used to transform the way InterVarsity fellowships interact with their campus all year long. Since 2006 over 600 students have become followers of Jesus during ServeUP and over 1000 students have moved from skeptic or cynic to becoming seekers of Jesus.

**- Why New Orleans is the first place? –**

The Katrina Relief Urban Plunge was successful in part because the location, the warmer weather, the road trip, and the chance to learn about cross-cultural issues and Southern culture while helping with a critical disaster relief are appealing to students.

KRUP-like Spring Break trips to alternate locations benefit from having similar **warm climate and/or disaster relief situation**. It is also important to establish consistency of location so relationships and trust with local service organizations can be fostered.

**- Three Core Objectives -**

1. To care for the residents of the community impacted by a disaster by rebuilding their lives through rebuilding homes.

2. To build community among students who come down through purposeful ‘sweat equity’ which breaks down walls that Christians have towards the non-Christians and vice versa.

3. To help students consider the intersection of faith in Jesus and social justice by creating a relevant and safe place to openly talk about these issues.

It is important that our commitment to caring for the needs and injustice in these areas are not just a means to evangelize, but flows from the heart of God for those in need. It is the right thing to do! Thus, as a dual component, bringing along non-Christian students is a strategic natural connection for introducing them to the call of the Gospel on our lives.

**- Five Essential Values –**

1. Significant work that clearly meets a physical need, which all people can relate to. The service work is attractive to people who are not yet curious about spiritual things, and it helps spark spiritual questions. The service should be geared towards sustainability and long lasting growth.
2. A strong “Jesus & Justice” curriculum.  We need to introduce Jesus to people and plan to give a clear opportunity to respond unless the Lord directs us not to. The curriculum varies from campus to campus in modules that are shared in the New England region. Students are drawn to share their reactions to what they see on the ground in these disaster zones and what that means to faith and action. An open environment for sharing is established.
3. Non-Christian/Christian ratio is 50/50. It is important to have both sets of students in the room to create space for missional Christians to engage cynics and seekers about faith.
4. The trip is connected to campus mission during preparation and follow-up. The staff has a clear understanding of how the trip can be used to further momentum on campus.
5. The trip is truly geared toward the skeptic student. We build the entire week around the 5 thresholds for conversion. Thus, the Christian student expecting a normal short term mission components like worship and Christian culture will be disappointed unless they are well prepared.

**- Helpful InterVarsity Tools That Help Us in Our Vision and Values-**

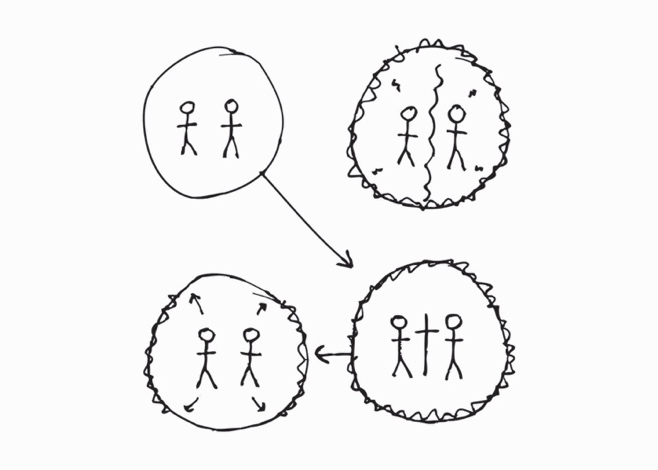
Cynic 🡪 Seeker 🡪 Follower 🡪 Leader 🡪 World Changer

**THE FIVE THRESHOLDS OF CONVERSION**

**From… to…**

1. From distrust to **trust**
2. From apathetic to **curious**
3. From closed to **open to change**
4. From meandering to **seeking**
5. From seeking to **following Jesus**

**THE FOUR CIRCLES**



**- Five Staff Strategies -**

1. Staff Preparation: Each campus should have a purpose for going on ServeUP. It is your role as staff to know which students on your team are missional partners, those ready to grow, and those who are seeking or cynical. Your recruitment strategy should reflect your mission on campus. Getting to know the students ahead of time and approaching the trip well rested will greatly improve your experience.

2. Communicate Expectations: Help all students prepare to be flexible. Managing expectations and giving vision is the key role of the staff worker for this trip.

3.  Student Preparation: Your experience at and after ServeUP will vary depending on how you equip and train students. Take time with them to share the mission on campus, model evangelism and begin to bridge the Christian and non-Christian worlds, set them up with the expectation to be flexible and begin to interpret their experiences.

4.  Connection of Jesus to Justice: Your curriculum should balance between meeting people within their worldview, clearly presenting the gospel, and calling people to take steps.

5.  Application to Campus: Integrate the experience of ServeUP into your strategy and vision for mission on campus through excellent follow-up with non-Christian students. It is important to have activities planned prior and post ServeUP so that you can invite students to continue conversations started at ServeUP when they get back to campus.

**Section 2 – Staff Preparation: Connect ServeUP to Campus Work**

Staff preparation includes student recruitment, planned connection between ServeUP and campus mission, and self-care. Prepared staff:

* Know the students well before the trip
* Equip the missional students to become partners in the mission
* Build correct expectations and interpret experiences for students
* Know how ServeUP clearly fits into campus work
* Prepare the students to engage with cultural differences
* Coordinate with work sites to know projects and assign students
* Take care of themselves by resting before and after the trip

**- Student Recruitment -**

You will want to work with your coach and supervisor to strategize who your “right team” will be. The number and type of students and the strategies you use to recruit them will differ depending on the campus. What is the right size team for your stage of fellowship development, the number of staff, missional student leaders, and growth goals? Find a balance between a faith-sized risk and realistic commitment in your initial recruitment goal. It is better to have student interest outweigh the number of spots to you are working to fill so that you can be selective. Avoid recruiting members that would make the “wrong team,” those students who are looking to bond only with other Christians and students who don’t realize the trip involves exploration of Jesus.

Possible strategies include large-scale advertising on campus followed by informational meetings and partnering with other student groups. If you have missional Christians in your fellowship, have them invite their friends. If you’re planting a new chapter bring the core of students to use ServeUP as a catalytic event. If you’re breaking into a new area on campus use ServeUP to meet students, you can invite the whole soccer team. Plan to raise enough money so you can offer a “bring a friend” discount.

As you recruit be sure to build realistic expectations. Let students know that flexibility is essential, that work can range from construction to trash pick-up, and that the Christian worldview of service and justice will be presented. You can include your student leaders in the process of meeting with all the applicants one-on-one to get to know them and aid you in selecting your team. This is a helpful time for you to assess the spiritual posture of students and determine if they will be assets to building momentum in the fellowship both during and after ServeUP.

**- Registration and Payment -**

You will want to build the best ServeUP team which is a mixture of missional leaders and their friends. Thus, when a student registers it does not mean they are immediately accepted. Some campuses have a separate application process before people register on the New England ServeUP Registration online ([www.serveup.org](http://www.serveup.org)) with their $100 deposit. **See Appendix B for ServeUP Financial Policies both for students and for staff.**

**- Connection to Mission -**

Your preparation with students on the team will impact the ServeUP experience and the success of your follow-up. Gather the Christians on the team for evangelism training and practice on campus prior to the trip. Coach them in having spiritual conversations. Work with them to brainstorm a follow-up plan that incorporates the values learned during ServeUP with the mission of your fellowship on campus. You can allow the preparations for ServeUP to shape the rest of your campus ministry. You could choose to do evangelism training with the whole fellowship, or do training on leading GIGs for all your small group leaders and missional Christians. ServeUP is a tool for your fellowship to use to advance your mission on campus!

**- Self Care -**

Know your limits. Plan as much in advance as possible. Make a point of getting enough sleep in the week leading up to ServeUP. Enlist the help of others if you have need. Get out your calendar and block out a day or two in the week after ServeUP to take off. You will be a better staff if you are rested.

**Article - Leading with Authority, When You Have No Idea What is Going On**

*by Liz Joyal*

ServeUP is different from a lot of what we do on staff. Other programs that we lead like large groups, small groups, GIGs, and retreats are set in very controlled environments. Occasionally a room reservation was lost or speaker doesn’t show up, but we can usually remedy that quickly by heading to the student center to find an empty lounge or leading a discussion on the spot. But besides these rare occurrences, we are pretty much in control of what goes on in our fellowships. Sure, we want to rely on the Spirit’s leading and prompting, but we’re pretty good at having everything under control.

Then comes ServeUP. Like an overseas cross-cultural mission trip, on ServeUP we are suddenly placed into a situation where we don’t have total control. We’re in a different context in a place we’re not familiar with. We suddenly find ourselves in a gym or community center we’ve never been before. Students begin to ask us questions: “Where is the bathroom?” “Why are we using so much Styrofoam?” “Can I go for a run right now?” “Where can I get an internet connection to send in my problem set?” “Why aren’t we doing anything right now?” And we have no idea what the answers to any of these questions are. If we were back at the student center on the campus we’re totally familiar with we would have competent, helpful, and confident answers to every one of these questions, but here at a random gym in Houston or Puerto Rico with students we don’t know that well, we just don’t know the answers. Leading without authority in these situations can doom the trip. If the students see you freaking out or perceive that you have no idea what to do or what is going on, they will freak out as well or, even worse, consider you an incompetent leader who has nothing to say or offer them. **You could easily lose trust with students and control of the group**. Your leadership can be undermined very quickly if you don’t lead with the God-given authority and abilities that you have.

But praise God, it is possible to lead with authority – even in situations in which we have no idea what is going on or happening! So how do we lead with authority in these situations? Here are a few thoughts.

1. **Always remember that you are called to this position as a ServeUP staff by God**. Just as He has called you to lead and grow a witnessing community on campus, He has placed you as a leader on ServeUP. He has given you the gifts and talents that you need to do this job as ServeUP staff. You may be stretched and need to rely on Him in ways you haven’t before, but this is a good thing. See your uncertainty and anxiety as an opportunity to grow closer to Him.
2. **Carry yourself as a person who is in control and is taking the lead.** Harold Geneen, Chairman of ITT Corporation once said, “Leadership is practiced not so much in words as in attitude and actions.“ You will lead with words a ton on ServeUP, but you need to also exercise leadership by showing that you are a leader by the way you carry yourself. Think of up-front leaders you know who inspire confidence. They inspire confidence because they project themselves as leaders. They stand up straight and respond to others with confidence and clarity even if they don’t know the answer to a question.

One time, I completely forgot that I had advertised an information session for a mission trip after a large group meeting on campus. Large group was over and a few students walked over to me and asked where the info session about the mission trip would be. My heart fell as I realized I had completely forgotten about this. I could have responded with “OH MY GOSH! I totally forgot!! Wow, should we still have it? Hmmm….I didn’t bring any fliers or the info sheets….” But, I knew that responding this way would undermine my authority as a leader of the trip and cast doubt that this was an organized and well-planned mission opportunity. Instead, I looked straight at the students and said, “It will be outside the room near the couches in 10 minutes. If you could spread the word to others that would be great.” I quickly found some paper and wrote down a short outline to what I would talk about at this info session and made a quick sign-up sheet for students to let me know of their interest level in the trip. The info session I held wasn’t exactly the way I would have liked it or envisioned it. I would have wanted to have handouts for everyone and to have had a powerpoint with photos. I had to answer a few questions from the students with “That’s a great question. I’ll have to look that up and get back to you.” I never told the students I had forgotten to plan the meeting or that it wasn’t going exactly the way I wanted it, but I carried myself with confidence and spoke with clarity, inspiring excitement in them and confidence in me as a leader. As a result, I recruited a team of 15 that had an excellent experience together.

I’ve had a few experiences like this at ServeUP over the years – times when I had to lead something at the spur of the moment or even just answer a question that I didn’t know the answer to that inspired confidence in me as a leader and in the trip as a whole. It’s amazing how much we can lead with authority by carrying ourselves with confidence.

1. **Take initiative.**  Just because there are other church or community leaders around (who may be older than you), remember that you are the leader of your ServeUP team. Of course this doesn’t mean that you bully the others or insist on your way, but you have the authority to take the initiative in what your team will or won’t do. Don’t wait until someone else tells you to do something, but take the initiative to make a plan for your group.

Several years ago at my ServeUP site I ended up being the leader of a group of about 15 students that worked with an organization that started the work day 45 minutes or more after the other 85 at our site. In addition, the work site leader seemed out of sorts. He was having health issues and family issues and the work he offered wasn’t very exciting or even helpful. After realizing what was going on the first day I took a lot of initiative with this site the rest of the week. While we waited for instruction each morning I would organize knock-out (basketball) games or ice-breakers so the students wouldn’t lose momentum just waiting around after breakfast. Because the quality of the work varied, I went to the site leader before he came to us each morning and asked him about the work. I then made the decision about which students would go where. I didn’t let him come before the group and ask for volunteers for each place. Instead, I placed the students. I put the students who cared about work more at the jobs that were more physically demanding and the students who could have cared less about the type of work they did at the lame jobs. If there was a really good job and the site leader asked for 7 students I would send 9-10. If on a certain day it seemed there wasn’t enough work to last the whole day, I would organize van tours for the students to areas of the city we weren’t able to get close to on the bus tour. I did research and asked around and found helpful sites to take the students to so that even if they weren’t getting the best experience work-wise they got the best experience tour-wise with trips to touch the actual levees that broke, to see the inside of houses that had literally been untouched since the storm, and to view a New Orleans bayou up-close.

1. **Leading with authority starts way before you get on the airplane.** Begin leading with authority as you recruit for the trip, answer student questions, and hold your info sessions and team meetings. Establishing yourself as a leader who is in control, is organized, and is competent will give you a great experience leading your team on ServeUP. If you establish yourself as a confident leader, you will more likely have a team of students who trust your judgment, believe that you have their best interests in mind, and care about them. Students like this will be more likely to trust what you later tell them about Jesus.
2. **Call a friend on staff for support when needed.** Before you go to ServeUP, ask a friend on staff who has gone on ServeUP before (or who is at ServeUP your week, but at a different site) to be your go-to person when you need to process what to do in situations that come up. Don’t be afraid to ask for help or support or prayer.

Taking these thoughts into consideration will help you lead with authority on ServeUP. Even if you have never been to Houston or Puerto Rico or have never picked up a hammer, you can lead a ServeUP team with authority.

**Section 3 – Student Preparation: Equip Students Before You Arrive**

Once you have recruited a team of students and you have prepared yourself, it is time to equip students for the mission of the trip. Are your Christian students ready? Are you teaching them about mission on campus and training them to have spiritual conversations with non-Christians? As you prepare your team you might find it helpful to think in parallel about your InterVarsity Christian students and your non-Christian friends. You will want to build up your missional and pre-missional Christian students as partners and emphasize how important their interactions are with the non-Christians. If you find it awkward to invite only Christians to a ServeUP meeting you can also try having individual conversations or using several of your core meetings to cover the necessary training on evangelism and using ServeUP to build momentum on campus. You might also consider hosting a prayer meeting for ServeUP. When you train your students in advance you can cover topics like racial reconciliation and justice as you emphasize that they are on a mission as a Christian participant in ServeUP.

**- On-Campus Orientation Meeting-**

Be sure to have a thorough orientation meeting for all of your ServeUP participants in the early part of the spring semester. It is a good idea to assess their spiritual posture, construction skills, and even a favorite snack. The more you can learn about them prior to the trip, the better. At the orientation meeting cover:

* An introduction of yourself and InterVarsity
* Group bonding exercises
* A description of the trip – share the “three core objectives” from Section 1
* Explain the service and faith aspects of the trip and emphasize flexibility
* Include a video clip or pictures from previous ServeUP trips
* Hand out packing lists, sample daily itinerary or any other useful documents
* Cross-cultural sensitivity, approaching differences diagram
* State expectations (emphasize no drinking) and risk management policies

**- Friday Night of Spring Break -**

Since most flights are Saturday, you will want to use Friday night to build community and trust. Consider having a sleepover somewhere with food and games. It also helps to have people all together that night so no one is late for an early morning flight!

**- At the Airport and on the Plane -**

I find that flying has many pros (time and energy saving) but also many cons (not a true road trip, less trust building). Thus, the Friday night team building time is crucial. Also, plan for some activities once you arrive in Houston or Puerto Rico when you have down time. Bring materials for these activities.

I would encourage the students to do two proactive assignments on the flight down and one on the trip back.

**Southbound**

1. Have students start a journal and have them write down expectations they have for the trip and questions they have. Encourage them to write their reactions and thoughts down each day. Have them answer one question like: What did I learn today?
2. Have them read an article on where they are going.
   1. For Houston, it may be one that talks about recovery since Hurricane Harvey
   2. For Puerto Rico, it could be about the issues between Puerto Rico and the mainland.

**Northbound**

1. Have them write down one key thing they learned this week.
2. Have them write down what they learned about Jesus during the week.
3. Create a plan to debrief with each of your students briefly about their faith decisions at the airplane gate or on the plane (less likely unless they are seated with you).

**Article - ServeUP Throughout the Year**

by Chris Centraccio

ServeUP recruitment begins with New Student Outreach. In the fall, when we collect names and contact info from students at activities fairs, tabling and word of mouth we always tell them that we have a great trip to Houston or Puerto Rico for spring break. We start a Facebook group for those interested in ServeUP and invite people to it, including the new students. In October and November we hold a couple of informational meetings with testimonies of those who’ve gone on the trip in the past and we show videos from previous trips. By December 1st we solidify the team and make another Facebook group to use for communication purposes. During the first team meeting, in December, we appoint a fundraising team and prepare the students to write letters during the break. When the spring semester starts we hold mandatory team meetings every other week for one hour each.  Typically, they are our large group meetings.

At these team meetings we cover: education on the issues surrounding the area we are going to, Crossing cultures diagram, team building, fundraising, small group forming. ServeUP small groups form in a way that have easy follow up after ServeUP.  Small group leaders will build relationships with ServeUPpers before, during and after ServeUP.  The missional and pre-missional students are trained in sharing the gospel using “True Story” and through having spiritual conversations. On the trip down there the small groups are encouraged to bond.  We give space and opportunities to get to know each other through discussion questions about the upcoming trip.

When we return to campus we have ServeUP story night that first week where we show video footage from the trip and tell stories of how people changed. Our follow up aims to include all who went in missional small groups.  Those who may not be ready for a small group are invited to smaller GIG’s. One month out, we have a reunion with jambalaya, a bon fire, etc.

This coming year our missional small groups are picking up where we left off.  Most ServeUPpers expressed that they’d participate in local service projects if we had them. Each small group will adopt bi-weekly, local service projects and invite all ServeUPpers, as well as new students and others who just want to serve, into them.

**Section 4 – Basic Schedule and partners**

For each site, we will be arriving sometime on Saturday afternoon or night.

On Saturday and Sunday we will have a mixture of team building, orientation to our living quarters, and overall orientation to the area and issues.

We will do tours of potential work sites and of areas impacted by the hurricanes.

Normally, on Sunday we will go out for lunch.

- **Interaction with Lodging -**

The Operations Director at each site should set up a chore list so that students clean bathrooms and setup and cleanup for meals, etc.

**- Interaction with Service Organizations -**

Our commitment is to establish long-term relationships with organizations that are doing long- term development work in Houston & Puerto Rico. The work we do fits into a larger plan to rebuild these areas and to get residents back into their homes. As staff, you will be interpreters for students as you affirm the organizations we work with, share their history, and be the first to be a good follower under the leadership and direction of their staff. Your role is to build relationships between the students, foster discussion, and work alongside them.

You can investigate the background of the location you are working on to help fill in the context for students. You can be a liaison with the construction foreman and run interference if gender issues arise.

Many of these groups will need extra paperwork, such as release forms filled out even before arriving. So, you will work with the Operations Director to find out where your students are working and which appropriate forms needed.

It can be a good idea to have a “plan B” for a rainy day or if something unusual happens at the work site. What are helpful projects or ways that our groups can spend their time if the supplies or sites don’t occupy all our work hours?

**- Re-building Organizations-**

* ***St. Bernard’s Project or SBP-***

Arguably the most well organized service group in New Orleans. Since working with them in New Orleans we have worked with them in Baton Rouge, Houston and now Puerto Rico. Our eight years of work with them has been impressive. They have plenty of skilled leadership and great vision. They take groups of 14-50 and do re-construction (mainly sheetrock).

We will have teams of 21 or more with them each week in Houston and Puerto Rico.

* **Hope Recovery – Houston**

Cooperative of 14 churches in the Northwest side of Houston. We did 2-3 major housing projects with them in 2018.

* **La Travesia – Puerto Rico**

A church connected with InterVarsity Puerto Rico which has adopted a poor neighborhood called La Hormigo (the Ant) in the city of Dorado, west of San Juan.

There are 31 houses in the village and all were impacted by the hurricane.

**Section 5 – Connection of Jesus to Justice: Community Time**

The key element of ServeUP (apart from rebuilding homes during the day) are the Community discussion times each evening. It is a key opportunity to debrief, stimulate conversations, and shape the experience of a project whose goal is to not only to do something helpful for the people in the city, but to help all students encounter Jesus, and to engage in the intersection of faith and justice. The curriculum experience is one of the things that sets ServeUP apart from many other secular spring break service projects. Though there are many different formats and pedagogies that have been used by different staff from different schools, a few broad principles should shape the development of your curriculum for your week.

* Debriefing the day should play a main role in the evening session. This is where you build the intersection between experience and Scripture. It also is a major place where non-Christians gain a significant voice. This is where a lot of trust can be built prior to Bible study so that when we walk into Bible study, non-Christians already have a voice in each small group and in the large group as a whole.
* Discussions should lead naturally into the manuscript study for the night. Scripture should play a central role. It is the first time many non-Christians will have seriously read the bible. A simple manuscript study is often quite profound for students and serves as an excellent teaching vehicle.
* Non-Christians and Christians engage meaningfully and authentically with the Gospel. Care should be taken to create a safe space, and level the playing field this is best done by inductive Bible study which takes everyone’s observations seriously.
* Though there are worthy exceptions, content from the Gospels is generally preferred over Old Testament or theological subject-driven material. We want students to meet Jesus during ServeUP.
* Evenings should be discussion driven as opposed to teaching driven. Significant discussion in small groups or table groups should be planned so that all participants get to have a voice.
* A call to faith/commitment should be worked into at least one if not more of the evening sessions.

- **Timeframe –**

Keep the session to no longer than 90 minutes – including announcements, student testimonies / sharing about the day, and any other creative content. It is often helpful to think of evening sessions as modeling an ideal quality evangelistic Large Group.

- **Manuscript Study -**

KRUP began as a concept by simply getting a lot of non-Christians in the room and then doing what we do best – quality, in-depth Bible study and discussion. When the Scripture is relevant and challenging to both Christians and non-Christians, and when adequate space is created for small groups to really engage well, there will be much fruit from this kind of interaction. Especially if you are new to ServeUP, we recommend that you plan your curriculum around 4 evenings of manuscript study. The key to a “ServeUP-style” manuscript study is to focus more on discussion, and less on up-front teaching. Small group discussions should be given more time, as these are the places where Christian and Non-Christian students will best hear each other out. It is perfectly acceptable for the manuscript leader to **have no more than 10 minutes of “closing thoughts**.” One of the other advantages of this format is that it becomes easier toward the end of the week to pitch follow-up GIGs or small groups back on campus, as everyone will hopefully have had a good experience with scripture. It should be said that leading a manuscript study in a very mixed non-Christian/Christian setting can be challenging – we recommend that more experienced teachers take the lead when possible.

**- A Few Ideas -**

* Refer to the whole evening as *Community Time* – the time where our group comes together to debrief the day, share stories with each other, and think more deeply about where faith questions come into play with what we experience. Skeptics may be won over by the expected communal aspect of the evening, as Bible study is just one component.
* Start community time off with quality student or staff MCs and high-energy to help it feel like the thing no-one wants to miss.
* Engage multiple learning levels by using media, icebreakers, questions that open people up, skits, etc.
* Include specific calls to respond in each teaching with at least one call to faith during the week.
* Foster small group or table group unity through the use of banner making, competitions, or creating cheers.
* Keep the same small groups throughout the week. Pre-planning your community time small groups may be helpful, unless your particular campus will feel manipulated or skeptical at that level of control.
* Be sensitive to who dominates conversation, as some students are not as savvy or aware of the dynamic in the room. We have found that Christian students are often the dominant voices because a talk or Bible study is familiar ground to them. This can be a good opportunity to disciple the Christian students in listening and awareness of others’ spiritual postures.
* Incorporate current events into the modules.
* Start the evening with one neutral, easy-access, introductory question that fosters sharing, and one probing, application question. This will make later Scripture-based application questions easier to answer.
* **The best thing to do is connect the sharing and debrief of the day to the theme of the night if possible. Integration of the days experiences and the evening discussion is helpful.**
* Use handouts, charts, examples and powerpoints to enhance teaching.
* Incorporate student testimonies often throughout the week – hearing from personal experience of their peers almost always breaks down barriers and can be a powerful medium for communicating the gospel. Recent conversion stories, stories about Christians who are considering lordship questions based on encountering the justice issues of the gospel, or even non-Christian seekers who are willing to let people into their journey so far can all be good pieces of an evening curriculum.

**- Classic Curriculums that have worked well in the Past -**

First Night talking about “How do you response to suffering and Loss?

(A)

* Luke 4 (Reads Scroll) SEE LIFE THROUGH A NEW LENS
* John 2 (Overturning the tables) JESUS IS PASSIONATE ABOUT WHAT IS RIGHT
* Luke 10 The Good Samaritan LIVE RADICALLY
* Luke 19 (Zacchaeus) A LIFE CHANGING RESPONSE

Or (B)

* John 11 (Lazarus), Loss and Hope, ServeUP 2018 Curriculum

Or C

* John 11 (Lazarus), Loss and Hope, John 2 and Luke 10 Good Samaritan

***See Curriculum outlines in Appendix C.***

**Section 6 – Application to Campus: Strategies for Follow-up**

- **Friday Night -**

1. The final night of ServeUP should be “content-free” so to speak. It is designed as a time to reflect and celebrate as a team what happened during the week and to look ahead to life back on campus.
2. **Evaluations** - Evaluations are a helpful tool for students to reflect on their week (highs & lows) and to write out on paper or online what they learned and what they will take away. These are especially helpful for you as staff as you try to follow-up with students. They also give the ServeUP directors helpful insight into ways to improve the project in the future. A few notes on evaluations:

* Feel free to tailor the evaluations to the needs of your campus.
* Make sure to give enough time for students to fill out the evaluations.
* Do the evaluations on Friday night and not on the plane. You will not get them back after the flight.

1. **Group Sharing** - Take time in a large group to share about the week. Students can share about:
   * Highlights or stories from the week
   * Decisions or commitments they made either on Thursday night or in general
   * Things they have learned or will take back with them
   * Ways they have grown in their understanding of Jesus, justice and service

Sharing as a large group is helpful because it helps students see what has been going on in the lives of other students who may not have been in their small groups or work groups. It also gives students a bigger picture of what happened during the week. As a staff, it gives you insight into what has been happening in students’ lives and how to better follow up. Most importantly, large group sharing builds team unity and will help you transition back to campus as a team.

1. **Have FUN**!

Don’t forget that the last night is about celebrating and having fun as a team. People have done a whole host of things and the level of fun you choose will reflect the type of students you are bringing. Some past ideas include:

* + **Slide show** – If you have some talented students, photos, computer and projector you can have a group of students put together a slide show of photos and videos from the week. This is always enjoyable for the team to watch.
  + **Talent show** – What better way to end the week, than with a talent show! You can do anything from showcasing your talents on the team to doing ServeUP related talents like poetry or songs about ServeUP, staff impersonations etc. Alternatively you could have work groups or small groups come up with sketches about the trip. Of course this will involve some preparation and letting students know from the start of the week what they’ll be doing.
  + **Hangout time** – After a long week, students generally just want to hang out on the last night. Make sure to leave time for that. We’ve generally had a later lights out policy on the final night.
  + **In Puerto Rico** – You might be able to spend time at the beach in celebration in the later afternoon.

**- Telling their Story** -

It’s important for students to be able to articulate to those back on campus what happened on ServeUP. In fact, this is training for both Christians and non-Christians in what it means to be a witnessing community. Witnesses by definition tell their stories.

**The Dreaded Question**: Inevitably students will be asked, “How was your spring break?” Without some help or preparation, students are apt to just give the very basic, “Good” or the slightly less basic: “I went and did some service work in Houston. It was good.” But with a bit of coaching and preparation, students can learn to take advantage of this question and to actually share more about what they learned and experienced.

**Preparing your story**: Talk with students about the importance of sharing your story and model some examples of good and bad stories. Encourage students to share about either a meaningful experience, one key thing they learned or about the purpose of the project. Discourage students from sharing random stories right off the bat about the dead cat they found on the street or the chest of drawers they dropped on their foot. Have students practice sharing a 30 second (elevator pitch) and 3 minute response in pairs to the question: “How was your spring break?”

**- Next Steps –**

It is crucial for you to invite the team to consider taking next steps back on campus. We do not want ServeUP to end with the Friday night or the trip home. We want ServeUP to continue back on campus and this starts by inviting students to make a commitment to get involved in something concrete when they return. Make sure that you have opportunities for next steps for each person along the conversion continuum or if nothing else for your seekers and new Christians. You may want to pitch things like:

* Follow-up GIGs
* A ServeUP Reunion Dinner
* Next Large Group or ServeUP sharing event
* Post-ServeUP service project, etc.

Encourage students to write down or tell someone what their commitment will be.

**- Student Follow Up -**

The most successful ServeUPs are those that are not seen as one-off evangelism events but as part of a year-long (or at least semester-long) evangelism strategy. This strategy involves both preparation for ServeUP, ServeUP itself and then of course follow-up. At the beginning of the year or semester (or if you’re late in the game before you leave for ServeUP), take time to brainstorm and map out how ServeUP will work within your larger evangelism strategy. Here are a few questions you should ask yourself:

* How will your key missional students and leaders be involved?
* On a personal level, how will you encourage students to continue the relationships they started at ServeUP?
* On a structural level, how will you continue to engage students who are cynics and seekers? Do you want to have follow-up GIGs or a Large Group related to justice issues?
* What will you do with students who make a commitment to follow Jesus? When will they share their stories?

Once you have come up with your follow-up game plan, you will need to work backwards and figure out your timeline for preparation. For example, if you want to have a post-ServeUP GIG, you will need to figure out when you will organize those materials, who will lead them, and when you will prep your leaders. Ideally, they should be prepped before they go on ServeUP.

**Appendix**

24 Appendix A: Student Policies

25-29 Appendix B: Student & Staff Finances

30 Appendix C: Curriculum Outlines

31-39 ServeUP 2018 Curriculum: John 11: Loss and Hope

40-44 Classic Curriculum: Luke 4, John 2, Luke 10, Luke 19

45-50 Tom Brink 2019 Curriculum: Combo John 11, John 2, Luke 10

51-53 Additions: Mark 10 & Mark 12

54 Appendix D: Role of Program and site directors

55 Appendix E: Prayer Coordinator Role

56 Appendix F: Alumni & Non-student Volunteers

**Appendix A: Student Policies /Risk Management**

1. No student can travel alone, always in groups of 3-4
2. No students going out after dark away from the church building.
3. We have a non-alcohol policy for students, staff, and volunteers
4. Students may use power equipment if properly trained and supervised.
5. Seatbelts must be used at all times. (One person per seatbelt)
6. Staff driving a vehicle must be asked about their driving comfort ability in the city. Their name will be matched with the vehicle they drive and they will be responsible for any traffic violations while using the rental vehicles
7. No Ubers or LYFTs are to be used during ServeUP, except for in New England traveling to and from the airport.
8. All offsite excursions (even to the local store/or going for a run) must be cleared with an InterVarsity staff and must be in a group of 3 or more.
9. All staff and students should understand that we are guests invited into the Houston or Puerto Ricon communities. Thus, we must recognize that we do not have full understanding of the culture and community in which we serve. Also, understand that we are visiting for a week at most and NGO leaders have to pick up after any long term negative impact. So, please consult local site leaders and staff prior to making any judgements of how things are done and acting upon them.

**Appendix B: Student & Staff Financial Policies**

Students should register on [ServeUP.org](http://ServeUP.org) which will direct them to the Active site

Final student registrations and full payments are due about 2 months before the trip:

* January 5th for Puerto Rico Week 2
* January 10th for Puerto Rico Week 3 and Houston Week 1
* January 15th for Puerto Rico Week 4
* February 1st for Houston Week 2

Students will need to pay their non-refundable $100 deposit with a credit card upon initial registration. If a student does not own a credit or debit card, they could give cash to a friend and have them register for them. Please do not have students pay their full fee online.

**- Student Payments -**

Total Cost -

$595 for Houston

$775 for Puerto Rico

Students will need to make their full payment about 2 months before the trip.

* January 5th for Puerto Rico Week 2
* January 10th for Puerto Rico Week 3 and Houston Week 1
* January 15th for Puerto Rico Week 4
* February 1st for Houston Week 2

Payment Methods -

1. They can pay you by check or money order. Checks should be written to InterVarsity USA and have nothing written in the memo line.
2. They can pay you in cash and you can retrieve a money order.
3. They can have school checks mailed directly to InterVarsity’s national accounting office directed toward your campus’ ServeUP account. (This is not encouraged for money other than directly from your university.) No BREs please since those go to the NSC donation office.
4. Do not have students pay the full balance online as we will be charged around $30 extra for each student.

**- Sending Money to the NSC –**

Within 2 weeks of receiving their check or cash:

1. Download a non-donation form from the InterVarsity staff website.
2. Fill it out. (Note that the money is going into your campus’ ServeUP account.)
3. Print out the completed form.
4. Mail it to the address that is on the form with all the checks and money orders in the envelope.
5. Email the events email listed on the form so they know that it’s on the way.
6. National overhead (13%) will not be taken out of these funds.

**- Team Fundraising -**

If a church or InterVarsity donor want to give funds to your whole campus’ team, have them donate to your campus’ scholarship account. They can do this through a BRE or by donating online. National overhead (13% will not be taken out of donations to scholarship accounts).

Donations should not be sent to InterVarsity’s office by anyone affiliated with a student (ie. parents, family members, friends, etc.). The NSC donation office only handles money that isn’t designated for a specific student attendee.

**- Student Fundraising -**

* It’s great if your students fundraise for their trip price.
* However, they cannot “raise” money for their trip through InterVarsity!
* Money specified toward any specific student cannot be tax-deductible and should not be sent directly to InterVarsity’s national office.
* They will need to raise money through collecting cash, check, or creating an online platform to invite family and friends to give toward (ie. gofundme).
* Once they have the money, they can give it to you and you can follow the instructions under “what do I do with their money?”

**- Staff Flights -**

* All staff will be flying to ServeUP.
* Most staff will fly on the prearranged group flights with the students. These flights will travel Saturday to the following Saturday.
* Some Program Directors of larger groups (ie. Houston Week 1, Puerto Rico Week 1, and Puerto Rico Week 3) are expected to arrive prior to 3 PM on Friday and leave no earlier than Saturday afternoon. The PDs of these weeks will need to arrange their own flights on their PCard and expense it to ServeUP.
* We expect staff to travel with their students for leadership and safety purposes. Talk to Tom if you will need an exception from this arrangement. For staff who are flying to/from a different location on either end of ServeUP, if Tom Brink knows about the trip far enough ahead of time and you make arrangements to not be on the group flight, it may be possible for ServeUP to cover the equivalent to the roundtrip flight from New England.

Let Tom Brink know if for some reason you may not be traveling with students.

This would be an exception as we expect staff to travel with their students for leadership and safety.

**- Student Flights -**

* Students need to arrange their own transportation to the airport. This cost not included in the price.
* All students are expected to travel by group air travel arranged by ServeUP.
* All unique student air travel needs to be approved by the Tom Brink prior to any purchase.
* If a student needs to fly on their own and it is planned far enough in advance, then, will be charged $300 for ServeUP and can buy their own plane ticket. This needs to be approved by Tom Brink.
* Students who need to fly only one way with the group will need to pay full price for the trip in addition to extra flight arrangements they need to make. This will also need to be approved by Tom Brink.

**- If a student drops out of the trip -**

* The $100 deposit is never refundable
* If the student drops out before the deadline below, they will be refunded all they have paid except the $100 deposit.
* January 5th for Puerto Rico Week 2
* January 10th for Puerto Rico Week 3 and Houston Week 1
* January 15th for Puerto Rico Week 4
* February 1st for Houston Week 2
* If they drop out after the deadline above, students will owe the full price of the trip. They will not be refunded, UNLESS …
* If the student can find another student to replace them and they pay an additional $100 flight name-change fee. They will get back all monies except their $100 deposit and the $100 name-change fee.

\*If a student is on a full scholarship and drops out of the trip, the campus’ ServeUP account will be responsible for their payments as described above.

**- Under-Recruitment -**

Your campus’ ServeUP account will be charged $50 per student *if* you have less than your committed number on the final registration date:

* January 5th for Puerto Rico Week 2
* January 10th for Puerto Rico Week 3 and Houston Week 1
* January 15th for Puerto Rico Week 4
* February 1st for Houston Week 2

Those transfers will be made April 30, 2019.

Exceptions to the $50 Charge:

1. **Schools “swap” seats:** If School A & B are on the same site and same week: School A foresees under-recruitment by 2 people. School B foresees over-recruitment by 2 people. **With AD and PD approval prior to their ServeUP week** School A can “give” 2 of their seats to School B. (This also needs to be communicated to Tom Brink.)
2. **PD/AD School “groups”:**Some sites result in a collection of schools where the PD is also the AD and has financial oversight for all schools. A decision is made to treat the schools as a consolidated group and the PD/AD manages recruiting on a group basis with some schools under-recruiting and others over-recruiting. If the net result is under-recruitment then it is up to the PD/AD to determine what campus’ ServeUP Accounts are responsible.

**- Staff Costs Transfers –**

Each staff will have $325 taken out of their budget on April 30, 2019 for ServeUP costs. This is for travel and food costs for the trip.

**- Student Costs Transfers –**

* The following money will be transferred out of your campus’ ServeUP Account:
  + On January 15, 2019: $400/Houston student; $600/Puerto Rico student
  + On April 30, 2019: The remaining balance for each student will be transferred out of your account. $95/Houston student; $75/Puerto Rico student

**- ServeUP Expenses –**

For all staff traveling by air, you are allotted a $30 roundtrip food budget. Put these costs on your PCard and expense them to the regional ServeUP account. The report must be submitted on Workday by April 30, 2019 in order to be reimbursed, otherwise this will need to be expensed to your personal staff account.

PDs are expected to care for their staff and students in a number of ways while onsite for ServeUP. Grace and generosity are valued. For guidelines: PDs are allocated $400 total (per site per week) for the items below and can choose how to best use these funds. You will put these expenses on your PCard and expense to the regional ServeUP Account. All other expenses can be expensed to staff’s personal staff account.

* Staff meal out on Wednesday night (No more than $35/staff including tax and tip.)
* Curriculum Needs – copies, journals etc.
* Tools/Supplies
* Staff Care & *Discretionary Funds*
* Director/Staff Meals onsite
* Fun Night
* Thank-you gifts for Housing and cooking partners

A word on worksite meals/snacks/treats – The ServeUP registration fee and resulting budget provides for 3 meals per day. Everyone is encouraged to eat the food provided at ServeUP housing sites. That said, snacks and treats (think Buttermilk Drops and Sno-balls) can be an encouragement to hard-working staff and students on worksites and fall under *Discretionary Funds*. Larger items like fried chicken, pizza, and shrimp are perceived to “cross over” into meals and would not be covered by ServeUP. Costs for these should be covered by staff’s personal staff account.

**Appendix C: ServeUP Curriculum Options**

**- Classic Curriculums -**

First Night talking about “How do you response to suffering and Loss?

(A)

* Luke 4 (Reads Scroll) SEE LIFE THROUGH A NEW LENS
* John 2 (Overturning the tables) JESUS IS PASSIONATE ABOUT WHAT IS RIGHT
* Luke 10 The Good Samaritan LIVE RADICALLY
* Luke 19 (Zacchaeus) A LIFE CHANGING RESPONSE

Or (B)

* John 11 (Lazarus), Loss and Hope, ServeUP 2018 Curriculum

Or C

* John 11 (Lazarus), Loss and Hope, John 2 and Luke 10 Good Samaritan

**As I share these notes from the above past curriculums your task will be to simplify the material into one main point through a simple manuscript study and 10 minute wrap up talk each night. Please do not do any TALK PREP!**

**- John 11, Loss and Hope, ServeUP 2018 Curriculum -**

* **Sunday: Loss**
* **Monday: Lament**
* **Tuesday: Healing**
* **Wednesday: Reflect**
* **Thursday: Hope**
* **Friday: Respond**

**Sunday: Loss**

* In what area(s) of society would you like to see healing? In what area(s) of your own life would you like to see healing?
* Scripture: First Impressions? Questions for clarification? What’s happening in the passage
  + John 11
  + As we look at the overall story of John 11
  + As a story of healing and also as a story of loss--engaging as a story of healing--provides a bridge for John 11 and what’s happening and the larger Gospel story--connects us to the four circles
  + Walking alongside Mary, Martha, and Jesus--we’re going to slow us down and not engage
  + If we don’t engage with loss it cheapens healing
* Sunday evening--share where they need to experience healing?

**Orientation:**

1. Background Info on Location and Disaster: Before, During, After
2. Discovering Differences Diagram
3. Housekeeping: Ground Rules, Community Standards, Chores, etc.
4. Welcome Proxe
   1. In what area(s) of society would you like to see healing?
   2. In what area(s) of your own life would you like to see healing?

Community Time (75-90m)

1. Fun (10m)
2. Debrief: SG, LG (20-25m)
3. Scripture: Individual, SG, LG (20-25m)
4. Response: Individual, SG (10-15m)
5. Tomorrow’s Theme and Announcements (5m)

**Community Time:**

Debrief:

1. Stories about what happened today (What’d you notice?); Stories about red and green-lining

Scripture:

1. Introduction: We’ll be walking alongside Mary, Martha, and Jesus this week in John 11.
2. Discussion: What’d you notice? First impressions? Questions for clarification? What’s happening in the passage?
   1. The primary goal is for everyone to become familiar with the passage. Since we’re going to be spending the entire week in John 11, it’s super important that everyone has a basic grasp of what’s happening in the passage.
3. Landing: John 11 is a story of healing and a story of loss. Both interpretations are valid ways of making sense of what’s happening in the passage.
   1. HEALING: We get to see the whole story, from Lazarus’ sickness to death to resurrection. Present the Gospel by connecting the John 11 story arc with the Four Circles framework. “As a Christian … ”
   2. LOSS: But knowing that the story leads to healing doesn’t change the very real and very painful experience of loss. Talk of healing without recognition of loss is cheap, shallow, trite (at best) and misguided, offensive, self-serving (at worst).
   3. This week, as we learn about local residents’ stories, as we immerse ourselves in John 11, as we share our own stories and listen to each others’ stories, invitation to sit in the tension of loss and healing. Listen!

Response:

1. Share about “In what area(s) of society would you like to see healing?” and “In what area(s) of your own life would you like to see healing?” (And explain why you’d like to see healing in these areas.)

**Monday:** **Lament**

* How do you respond to loss?
* Scripture: how do Mary and Martha respond to loss? Why does Jesus weep (especially since he knows that healing will come)?
* Both of them come to Jesus but have different responses to loss
* Martha comes and says if you had come here my brother wouldn’t have died,  Mary comes and weep--they both come--Lord if you had been here
* A sense of helplessness in that
* Jesus weeps like Mary--but it’s different than Mary--not helpless because he knows that healing is going to come--why does he weep
* Lament is the right response to circle 2, not denial--unhealthy circle 1, he actually chooses to enter into lament--it’s hard but not avoiding/escaping
* This could be an open door to talking about systemic issues--they’re able to have a community to--another way to grieve--it’s hard when you don’t have a community to grieve with
* This opens the door for racial reconciliation
* We can respond to loss with lament with Jesus--he sees our loss and he lament and we can respond to loss/lament like Jesus--he doesn’t jump to healing but stands in lament
* Fail to lament a situation is actually to neglect--unintentionally create a  second loss
* Stuff that you need to bring to Jesus personally
* What does corporate lament look like in this place--we’re going to invite you to lament in this
* The main response is to lament

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe: How do you respond to loss?

**Community Time:**

Debrief:

1. Stories about what happened today (What’d you notice?); Stories about red-lining and green-lining
2. How do you respond to loss?

Scripture:

1. Introduction: LOSS, i.e., the death of Lazarus
2. Discussion: How do Mary and Martha respond to loss? Why does Jesus weep (esp. since he knows that healing will come)?
3. Landing:
   1. M+M: different responses, but shared sense of helplessness(?); nothing more can be done now – “Lord, if you had been here, my brother would not have died”
   2. Jesus: LAMENT
      1. Death/Loss is terrible; not supposed to be this way!
      2. Lament is a deeply good response to loss. Necessary for our souls.
         1. Whether stuff seems “big” or “small”
         2. Whether you tend to be emotionally expressive or reserved
         3. Four Circles: Our response when confronted with Circle 2 should be lament (like Jesus, with Jesus) rather than denial (unhealthy Circle 1) or despair (unhealthy Circle 2).
      3. Persistent/Repeated exposure to loss can be overwhelming.
         1. Sometimes, we’re able to choose the degree to which we experience loss. And each of us has different ways to avoid, escape, or numb out the pain and helplessness that often accompanies loss. That sort of self-protective behavior can be emotionally healthy or emotionally self-centered. Not here to determine/judge.
         2. However, it’s worth noting that only the dead are able to completely avoid, escape, and numb out the experience of loss. We’re only able to experience loss, more or less acutely, when we’re alive. And Jesus, who was fully alive, chose to enter into and fully experience the loss of Lazarus – LAMENT.
      4. Jesus knows that healing will come (quite soon!), but he responds to M+M’s reality and enters into the experience of loss. He teaches us how to walk alongside others in loss, and as we become more fully alive in Jesus, we learn how to lament, how to weep like Jesus, with others.

Also necessary to recognize a particularly painful / different layer of kind of loss. M+M were surrounded by a community, able to respond to their loss with others. But another kind of loss, is the loss of communal support. community consoles, weeps. >>>> Mary and Martha had community to lament with them, share their loss. But sometimes, we experience a loss of communal support. That’s another layer of loss, which makes the first experience of loss even more painful and hard to bear. When loss is unrecognized/unacknowledged by others/community. ……. Loss of belonging/home As we begin to shift from lament to healing, need to name that part of healing, especially healing in areas of society, is actually joining with others in lament. not inadvertently contributing to the experience of loss by neglecting/withholding the support of community.

additional notes:

stages of grief?

Response

>>>>>>>>>> come to Jesus with your loss – whether that’s helplessness/grief/tears/etc. He laments! [Where do we take our tears?]

>>>>>>>>>> lament with Jesus (for others…. )

come to Jesus with your loss – know that he laments! (prayer station / interactive prayer)

Is lament part of your response to loss? Interactive experience of lament. With each other, with various issues. Lament with Jesus!

Experiences of lament -- interactive, like roaming around a space and engaging with different questions, etc. listen to audio? Self-guided but provide options.

>>> certain realities should move us to lament, possibly a series of truths/realities that would point us to lament. E.g., list of names of unarmed black (men) who have been killed [maybe some laptops open where people can play recording, qs: how did you feel, thoughts that came to mind, in what way do you need to bring these things to Jesus, things in your control and out of your control], passages of scripture printed out -- Luke 4 -- some realities about disparities, class, wealth, etc. can you bring these things to Jesus, sexuality and brokenness in world, how Jesus interacts with women. Break it up into -isms. Where have you experienced personal pain around \_\_\_ area? What does it look like to bring personal healing/brokenness to Jesus? [come at from Individual, -isms, scripture, structures and systems: priestly (challenging from inside) and prophet (challenging from outside) -- overarching posture of love]

What could corporate lament look like? Possibly space for people to freely cry, etc. Open mic for prayer.

Tomorrow, begin to shift toward healing – tension of loss and healing, tension of “moving on” toward healing without “moving on” from lament – in what ways are we able to contribute to healing? Unable to contribute to healing? Tomorrow, talk more about responses, including lament, but much more. as we begin to talk about healing, t – as we engage in healing, realize more deeply the loss, which leads to lament, which leads to action/healing

**Tuesday: Healing**

* Talk about the area(s) of location, society and your own life in which you’d like to see healing. In what ways are you (un)able to participate in the healing process?
* They’re able to bring Jesus to come, invite community, to bring Jesus to the tomb, the unbind the grave clothes--that they can do quite a bit
* They can’t bring Lazarus back from the dead. Reality
* They’re not able to bring Lazarus back the o the dead
* In their inability to bring Lazarus back from the dead--Jesus invites them to be part of the process to roll the stone away
* Healing only comes through Jesus-- in some sites people might want to jump around Jesus
* People who want to jump to healing- that they’re not the primary agnets of healing, but they’re joining Jesus if they don’t let Jesus direct the healing process then they’re not going to be able to
* You need to follow Jesus and listen to him and obey him-- in the process
* Come to process-bring him to the tomb even though he has laid there for four  days
* If you’re following Jesus you actually need to listen to him in this process
* Opens up the students and staff

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe: Talk about the area(s) of <location>, society, and your own life which have experienced loss and in which you’d like to see healing. In what ways are you/we able to contribute to healing? In what ways are you/we unable to contribute to healing?

**Community Time:**

Debrief:

1. Stories about what happened today (What’d you notice?); Stories about red-lining and green-lining
2. Talk about the area(s) of <location>, society, and your own life which have experienced loss and in which you’d like to see healing. In what ways are you/we able to contribute to healing? In what ways are you/we unable to contribute to healing?

* Talk about the area(s) of <location>, society, and your own life in which you’d like to see healing. In what ways are you (un)able to participate in the healing process?
* Scripture: In what ways are Mary and Martha (un)able to participate in the healing process? How does Jesus participate in the healing process?

Scripture:

Intro: as we begin to talk about healing, tension of loss and healing, tension of moving on to healing without moving on from lament – as we engage in healing, realize more deeply the loss and its causes/roots, which leads to lament, which leads to action/healing

Discussion: In what ways are M+M able to contribute to healing? In what ways are M+M unable to contribute to healing? And in what ways does Jesus contribute to healing?

to send for Jesus (and others), to go to Jesus, ,to bring the loss to Jesus, able to console, to weep, to move stone, to unbind clothes

Landing:

They’ re not completely helpless, not completely without agency, when experiencing loss. Able to …….

>>>>> they send for Jesus, ask hi to come

>>>> they show Jesus where Lazarus is lying (dead) bring him to the tomb. Ask him to come and see.

>>> take away the stone. Despite reasons not to (odor, four days dead, long dead)

>>> unbind him and let him go.

BUT, unable to bring life from death. Unable to raise the dead to life. )

Mary and Martha unable to raise dead to life (Circle2>/>Circle4), Jesus brings life from death (Circle 3), Mary and Martha able to take away the stone and unbind resurrected Lazarus (Circle 4).

-- it’s the community that help to remove some of the brokenness, healing the wounds,

Jesus ……. He comes. He directs the community’s actions. He does the actual healing.

highly capable problem-solvers and solution-finders, but sometimes circumstances make us painfully aware of what we’re unable to do. and when we’re really honest, there’s actually a lot that we’re unable to do, personally and as a communally , there’s areas in which we’re part of the problem. Where we’re not just experiencing loss, but we’re like Lazarus, dead in need of life from Jesus … need to come to Jesus, ask!

> ask Jesus to come, show him what is dying/dead, not hiding it from him, despite the odor…..

> understand that J’ offers healing/life …. Need to come alive like Lazarus ….. he is the resurrection and the life. Whoever believes in me, though he die, yet shall he live. Lives and believes in me shall never die. …… (1) only the living can participate (2) Jesus is the one who brings about healing

> become part of healing process ……… , but need to recognize that (1) only the living an participate (2) jesus is the one who brings about healing (3) the living listen to Jesus and obey his directions

Set up calls to faith, soft toss, conversational? interactive?

what M+M unable to do >> what J able to do [COMMITMENT 1+2: seeker / follower]

what J able to do >> what M+M able to do [COMMITMENT 3: sent to heal (leader)]

**Wednesday: Reflect**

What’s your next step to receive healing from Jesus? What’s your next

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe:

* What’s your next step to receive healing from Jesus? What’s your next step to participate in the healing process alongside Jesus? And what are potential barriers that might get in the way of those next steps?
* If your thoughts about God have changed during ServeUP, how so?

**Thursday: Hope**

* Why does participation in the healing process matter to you?
* Scripture: Why does Jesus heal Lazarus (especially since he knows that Lazarus will eventually
* God to be glorified and the Son of man
* Opportunity for belief--others will know that the father has sent Jesus
* Any opportunity for life to come over death is a good one--Jesus’
* First fruit of the final resurrection on the last day
* Healing points to the hope that we have in Jesus
* Lots of potential calls to faith
* Each of the potential landing points
* Healing points to Jesus
* Jesus is the part of the healing process

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe:

* What motivates your desire to participate in the healing process?
* Scripture: Why does Jesus heal Lazarus (esp. since he knows that Lazarus will eventually die again)?

Why does Jesus heal? Lazarus is going to eventually die again. Not stated in text, but he does eventually die again.

Resurrection on last day. Believe.

Review able-unable (from previous day), then ask about post-resurrection for Lazarus and community, i.e., different responses to resurrected Lazarus [believe, tell others, celebration(?)/adoration, conspire/silence] /// what will be your response? call to faith and mission

Opportunity to partner with Jesus in healing. [Jesus loved m+m+laz, glory of God and glorification, opportunity to believe, foreshadow and first fruit of resurrection on last day … the story still unfolding, but they celebrate!] goes to awaken! So that you may believe. Resurrection and the life. Not just for late, but for now! Believe + see the glory of god. Thank father that he hears him. They might believe that you sent me. That they might believe and tell others, what Jesus has done.

1. God not the cause but can still work through situations and bring life out of them
2. . >>>> where do we see life coming out of death, out of the parts that need healing. Esp. for people stuck in circle 2, the only reality that they have >>>> possibility of a circle 3. >>>>
3. “yeah i know that it’ll be fixed… in heaven.” the idea that we can experience it here and now, Jesus is inviting her to see that new reality, where not subjected to brokenness of world only, to receive life in the midst of it

Something about Jesus’ goodness and power AND our participation as embodied-empowered hope and healing?

Set up Calls to faith.

what M+M unable to do >> what J able to do [COMMITMENT 1+2: seeker / follower]

what J able to do >> what M+M able to do [COMMITMENT 3: sent to heal (leader)]

he does this that they might believe!!! That others might partner in healing!!! That the glory of god might be shown!!! Firstfruit of resurrection …. Story still unfolding, but celebrate!

**Friday: Respond**

* How will your respond to Jesus’ invitation to receive healing and to participate in the healing process?
* There’s no pressure to rush through lament and healing

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe:

* How will you respond to Jesus’ invitation to receive healing and to participate in the healing process?

Review + celebrate

Neighborhoods, demographics, students do fact-finding and story-finding during the day \*\*\* would be helpful to be able to pick sites in advance, so that from the beginning of the week, they’re going to jumpstart community time convo. How did you feel?

Background Info on Contributing Factors [race/ethnicity, socioeconomic, environment, etc. -- resources/prep beforehand will equip staff and student leaders to have robust conversations on worksites]

>>>>>>>>also student leaders need to be prepared/equipped to do \_\_\_\_\_\_\_

Response:

1. PRIMARY CONSIDERATION -- spiritually significant role for student leaders each evening (call to faith, listening prayer, spiritual conversation, etc.)
2. SECONDARY CONSIDERATIONS -- one possible response vs several possible responses each evening; conversational vs experiential; moving on without “moving on”; how to engage with personal AND broader?/systemic? healing questions each evening; testimony from local resident(s)
3. Would-Could Jesus? 2x2 framework
   * Wouldn’t-Couldn’t: come to Jesus [skeptic>seeker]
     + distrust > trust
     + apathy > curiosity
     + closed to change > open to change
   * Wouldn’t: experience Jesus’ goodness
   * Couldn’t: experience Jesus’ power
   * Would-Could: come to Jesus [seeker>follower]
     + open to change > seeking
     + seeking > following
4. Four Circles connections and progression
5. Experiential: prayer stations (weeping with Jesus, asking Jesus for something, etc.); listening prayer (you’re in the scene, Jesus is approaching, you go to Jesus, what do you say, what happens, etc.); etc.

**Summary:**

The move to one piece of Scripture --gives us a lot of options it’s really simple to work with--they go in a lot of directions

This actually empowers our students to leave

And frees us up to think about the curriculum

It’s built to let us move through it faster or slower--from loss to lament to he

**- Other Classic Curriculum -**

**First Night talking about “How do you respond to suffering and Loss?**

**Luke 4 (Reads Scroll) SEE LIFE THRU A NEW LENS**

**John 2 (Overturning the tables) JESUS IS PASSIONATE ABOUT WHAT IS RIGHT**

**Luke 10 The Good Samaritan LIVE RADICALLY**

**Luke 19 (Zacchaeus) A LIFE CHANGING RESPONSE**

**Sunday, Luke 4:14-30: How do you respond to suffering and loss?**

Evening Session

* Small Groups - Debrief of the Tour (30 min)
  + What loss and suffering did you see?
  + What loss and suffering can you imagine people to have?
* Whole Group Debrief – PD to interpret
* Four Circles Connection: While there are hints of things “as they were meant to be”, there is much that is seriously broken. There are echoes of circle 1, but the reality of the world is circle 2. We live in this tension.
* Explanation of the week’s structure: Scripture/Challenge of the Day/Debrief/Reflection (10min)
* Prep for next day: Theme description, challenge of the day

Reflection Challenge (5-10min, Individually):

How do you respond to suffering

Theme of the day: Seeing Life through a New Lens

Challenge card: talk to one person in Houston or Puerto Rico today and ask

1. What are things that that bring people together in the city?
2. What are things that drive them apart?

Evening Session

* Small Groups - Debrief of the Tour, challenge Q, Proxe, and 4pm session or panel (30 min)
  + Share response to questions
* Whole Group - Debrief – PD to interpret

What happens when our eyes are opened to something different than what we previously thought or believed?

We all agree on freedom and justice until it becomes personal….

Jesus declaring kingdom

Clearly gospel centric and talks about race and justice

* Four Circles Connection: While there are hints of things “as they were meant to be”, there is much that is seriously broken. There are echoes of circle 1, but the reality of the world is circle 2. We live in this tension. Here we could also parallel thoughts on racial brokenness using four circles.
* Add the challenge to being called to change throughout the week.
* Explanation of the week’s structure: Scripture/Challenge of the Day/Debrief/Reflection (10min)
* Prep for next day: Theme description, challenge of the day

Reflection Challenge (5-10min, Individually):

**Monday, John 2:13-22: Jesus is passionate about what’s right for all**

Challenge card: Ask people in the neighborhood

Wondering what people are passionate about in the city and what are things they want to change. Both of us are trying to get people to talk about the brokenness in the city. The questions were:

1. What causes are you passionate about?

2. If you could change one thing about your city, what would it be?

Evening Session

Whole Group: Debrief the day

\* Any stories to tell?

\* What are you learning about the city?

Small Groups: (20 min.)

1. Who did you interview?
2. What interesting answers did you receive?
3. What did you learn about the neighborhood?

Whole Group: Debrief SG

Short study (30-35min)

* Background info on the Temple. People taking advantage of others for financial gain and setting up shop in the place where Gentiles could pray
* Discussion questions:
  + What do you think of Jesus’ actions?
  + How does this compare with how you picture Jesus?

\*The world is broken, systemic injustice

\*Jesus is pissed at this

\*Shows “church” being complicit with these things

Temple – spiritual, political,

\*Wasn’t supposed to be this way – one house for all the nations to MEET WITH HIM – systemic and personal!

What temple was supposed to do

When have we seen this?

We don’t see all ethnicities together?

Four Circles Connection: Jesus is upset because he knows the Temple was designed for something much better. Why does suffering/injustice/brokenness bother us? Because it’s not supposed to be this way! God designed the world for good.

Jesus’ coming disrupts everything – he disrupts these people and disrupts us

Student testimony from your campus of people’s lives being “disrupted” by their racial journey

Good challenge to give

He does this because he has a better way – Jesus wants every person to have access to God – willing to disrupt us/make us uncomfortable –

Will you let yourself be disrupted by Jesus? Or what would it look like to be radically passionate for the right, like Jesus?

Reflection Challenge (5-10min, Individually)

Intro to Day 3 Theme

**Tuesday, Luke 10:25-37: Call to live radically**

Challenge card: Ask your group over lunch

Within your group at lunch, ask each other:

1. How similar is this neighborhood to the one you grew up in?
2. What is the most significant experience you had with someone of another race before coming to college?

Evening Session

Small Groups:

Debrief the Challenge of the day

Whole Group: (30-40 min): Luke 10:25 - 37

* What does it mean to be good? Or what does “good Samaritan” mean?
* What does the passage say a neighbor does?  Why might it be hard to be a neighbor by this definition?
* What happens when we are pressed beyond our capacity to love others?  “I don’t know if I have it in me to do this thing…”
* Why did you come?
* Who are you in the story?  Who do you want to be?

a. We’re all the person lying in the ditch

* 1. We’re broken –
  2. Flips nicely into Jesus as Good Samaritan
     1. He left his comfort zone, crossed culture
     2. Paid cost
  3. Now tells us to go and do like-wise
  4. Some conversation on the types of justice and emphasize restorative justice?
  5. Jesus reconciles former strangers/ enemies

Four Circles Connection: We cannot jump from Circle 2 to Circle 4. We ourselves are part of the problem! If we’re honest, we’re all like the priest, Levite and even the injured man. No one is a perfect “Good Samaritan”.

Could do another testimony

Call to faith

Small Groups: Debrief ‘soft toss’ call to faith

Reflection Challenge (5-10min, Individually):

**Thursday, Luke 19**

Intro (10 mins)

Discussion: (20 minutes)

What kind of Individual do you think the narrator is? Before his change? After?

Describe the change he is about to make?

What is motivating him? Where is the power to change coming from?

🡪 Radical Change

🡪 Calls out what is best in him

🡪 Humans can change, there is incredible potential in us

🡪 Something needs to call it out

🡪 In this case, it is a person…a relationship that calls it out (not guilt)

🡪 The activity follows and expresses an inner transformation.

In others? In yourself?

Where do we get the power?

Introduction to Scripture: (3 minutes)

Discussion Questions in SG: (25 minutes) 🡪 or whatever you want…

1. See if you can describe a modern day Zacchaeus, in NOLA. Why do you think would Jesus be interested in such a person?
2. Is there a particular character you identify with most in the story, and why?
   1. Jesus,
   2. Zacchaeus, or
   3. The crowd that witnesses this meeting (which probably included Jesus’ disciples and religious leaders)
3. What do you think motivated Zacchaeus to undergo such a radical change? What do you think he and Jesus may have talked about over dinner/coffee?
4. Why do you think does Zacchaeus call Jesus “Lord”?
5. Who, in your opinion, enacts “justice” in this story?

Regroup: (15 minutes)

Share some things that came up in discussion groups

***Tom’s curriculum suggestion***

**Outline**

John 11 LOSS

John 11 HEALING & HOPE

John 2 (clearing the temple) JESUS IS PASSIONATE ABOUT WHAT IS RIGHT

Luke 10 (Good Samaritan) JESUS’ CALL IS RADICAL

**SUNDAY AFTERNOON SCHEDULE**

**3 or 4pm Session**

**In Houston….Matthew Marinez The impact and dynamics of Hurricane Harvey**

**In Puerto Rico…..Panel discussion on The impact of Hurricane Maria and US and PR relations**

**If not done on Sat night do Discovering Differences Diagram**

**Normal Community Time structure**

Community Time (75-90m)

1. Fun (10m)
2. Debrief: SG, LG (20-25m)
3. Scripture: Indiv, SG, LG (20-25m)
4. Response: Indiv, SG (10-15m)
5. Tomorrow’s Theme and Announcements (5m)

**Sunday evening: LOSS JOHN 11 (part 1)**

**How do you respond to suffering and loss?**

**Evening Session**

* Small Groups - Debrief of the Tour & Panel (30 min)
  + **What loss and suffering have you seen so far?**
    - **( 1 year after, its hard to see the destruction …no piles on the sides of the road… but imagine 30-50% of homes still damaged)**
  + **What loss and suffering can you imagine people to have?**
* Whole Group Debrief – PD to interpret
* Four Circles Connection: While there are hints of things “as they were meant to be”, there is much that is seriously broken. There are echoes of circle 1, but the reality of the world is circle 2. We live in this tension.
* Explanation of the week’s structure: Scripture/Challenge of the Day/Debrief/Reflection (10min)
* Prep for next day: Theme description, challenge of the day

Reflection Challenge (5-10min, Individually):

How do you respond to suffering?

**Community Time:**

Debrief:

1. Stories about what happened today. Stories about people suffering loss.

Scripture:

1. Introduction: We’ll be walking alongside Mary, Martha, and Jesus this week in John 11.
2. Discussion: What’d you notice? First impressions? Questions for clarification? What’s happening in the passage?
   1. The primary goal is for everyone to become familiar with the passage. Since we’re going to be spending 2 days in John 11, it’s super important that everyone has a basic grasp of what’s happening in the passage.
3. Landing: John 11 is a story of healing AND a story of loss. Both interpretations are valid ways of making sense of what’s happening in the passage.
   1. HEALING: We get to see the whole story, from Lazarus’ sickness to death to resurrection. Present the Gospel by connecting the John 11 story arc with the Four Circles framework. “As a Christian … ”
   2. LOSS: But knowing that the story leads to healing doesn’t change the very real and very painful experience of loss. Talk of healing without recognition of loss is cheap, shallow, trite (at best) and misguided, offensive, self-serving (at worst).
   3. **This week, as we learn about local residents’ stories, as we immerse ourselves in John 11, as we share our own stories and listen to each others’ stories, invitation to sit in the tension of loss and healing. Listen!**

Response:

1. Talk about the loss we see in wake of natural disaster and how people may respond to such loss. Talk about places in your life where you have experienced loss. How do we each respond to these difficulties?

Challenge for the worksite on Monday

1. Learn about how the disaster has affected the local residents.
2. Be curious, ask questions, and find out how people have experienced loss.

**MONDAY HEALING AND HOPE JOHN 11 (part 2)**

**Worksites:**

1. Learn about how the disaster has affected local residents.
2. Continue conversations from Community Time.
3. Discuss/Observe: Talk about the area(s) of <location>, society, and your own life which have experienced loss and in which you’d like to see healing. In what ways are you/we able to contribute to healing? In what ways are you/we unable to contribute to healing?

**Community Time:**

Debrief SG and LG

1. Stories about what happened today. Stories about red-lining and green-lining
2. Share about the loss people have experienced where you worked.

* Talk about the area(s) of <location>, society, and your own life in which you’d like to see healing. In what ways are you (un)able to participate in the healing process?
* Scripture: In what ways are Mary and Martha (un)able to participate in the healing process? How does Jesus participate in the healing process?

Scripture:

Intro: as we begin to talk about healing, tension of loss and healing,– as we engage in healing, realize more deeply the loss and its causes/roots, which leads to action/healing

Discussion: In what ways are M+M able to contribute to healing? In what ways are M+M unable to contribute to healing? And in what ways does Jesus contribute to healing?

to send for jesus (and others), to go to jesus, ,to bring the loss to jesus, able to console, to weep, to move stone, to unbind clothes

**Landing and sharing by leader**

They’ re not completely helpless, not completely without agency, when experiencing loss. Able to …….

>>>>> they send for jesus, ask him to come

>>>> they show jesus where lazarus is lying (dead) bring him to the tomb. Ask him to come and see.

>>>take away the stone. Despite reasons not to (odor, four days dead, long dead)

>>>unbind him and let him go.

BUT unable to bring life from death. Unable to raise the dead to life. )

Mary and Martha unable to raise dead to life (Circle2>/>Circle4), Jesus brings life from death (Circle 3), Mary and Martha able to take away the stone and unbind resurrected Lazarus (Circle 4).

-- it’s the community that help to remove some of the brokenness, healing the wounds,

Jesus ……. He comes. He directs the community’s actions. He does the actual healing.

highly capable problem-solvers and solution-finders, but sometimes circumstances make us painfully aware of what we’re unable to do. and when we’re really honest, there’s actually a lot that we’re unable to do, personally and as a communally , there’s areas in which we’re part of the problem. Where we’re not just experiencing loss, but we’re like lazarus, dead in need of life from jesus … need to come to jesus, ask!

> ask Jesus to come, show him what is dying/dead, not hiding it from him, despite the odor…..

> understand that J’ offers healing/life …. Need to come alive like lazarus ….. he is the resurrection and the life. Whoever believes in me, though he die, yet shall he live. Lives and believes in me hsall never die. …… (1) only the living can participate (2) jesus is the one who brings about healing

> become part of healing process ……… , but need to recognize that (1) only the living can participate (2) jesus is the one who brings about healing (3) the living listen to jesus and obey his directions

Set up calls to faith, soft toss, conversational? interactive?

what M+M unable to do >> what J able to do [COMMITMENT 1+2: seeker / follower]

what J able to do >> what M+M able to do [COMMITMENT 3: sent to heal (leader)]

**TUESDAY NIGHT - JESUS IS PASSIONATE ABOUT WHAT IS RIGHT FOR ALL PEOPLE JOHN 2:13-22**

Theme of the day: Jesus is passionate about what’s right for all

Challenge card: Ask people in the neighborhood

Wondering what people are passionate about in the city and what are things they want to change. Both of us are trying to get people to talk about the brokenness in the city. The questions were:

1. What causes are you passionate about?

2. If you could change one thing about your city, what would it be?

Evening Session

Whole Group: Debrief the day

\* Any stories to tell?

\* What are you learning about the city?

Small Groups: (20 min.)

1. Who did you interview?
2. What interesting answers did you receive?
3. What did you learn about the neighborhood?

Whole Group: Debrief SG

Short study (30-35min) John 2:13-22

* Background info on the Temple. People taking advantage of others for financial gain and setting up shop in the place where Gentiles could pray
* Discussion questions:
  + What do you think of Jesus’ actions?
  + How does this compare with how you picture Jesus?

\*The world is broken, systemic injustice

\*Jesus is pissed at this

\*Shows “church” being complicit with these things

Temple – spiritual, political,

\*Wasn’t supposed to be this way – one house for all the nations to MEET WITH HIM – systemic and personal!

What temple was supposed to do

When have we seen this?

We don’t see all ethnicities together?

Four Circles Connection: Jesus is upset because he knows the Temple was designed for something much better. Why does suffering/injustice/brokenness bother us? Because it’s not supposed to be this way! God designed the world for good.

Jesus’ coming disrupts everything – he disrupts these people and disrupts us

He does this because he has a better way – Jesus wants every person to have access to God – willing to disrupt us/make us uncomfortable –

**Will you let yourself be disrupted by Jesus? Or what would it look like to be radically passionate for the right, like Jesus?**

Reflection Challenge (5-10min, Individually):

*Intro to Day 3 Theme*

**THURSDAY NIGHT – A Call to change: Luke 10**

Theme of the day: Call to live radically

Evening Session

Small Groups:

Debrief the Challenge of the day

Whole Group: (30-40 min)

Luke 10:25-37 The Good Samaritan

* What does it mean to be good? Or what does “good Samaritan” mean?
* What does the passage say a neighbor does?  Why might it be hard to be a neighbor by this definition?
* What happens when we are pressed beyond our capacity to love others?  “I don’t know if I have it in me to do this thing…”
* Why did you come?
* Who are you in the story?  Who do you want to be?

a. We’re all the person lying in the ditch

* 1. We’re broken –
  2. Flips nicely into Jesus as Good Samaritan
     1. He left his comfort zone, crossed culture
     2. Paid cost
  3. Now tells us to go and do like-wise
  4. Some conversation on the types of justice and emphasize restorative justice?
  5. Jesus reconciles former strangers/ enemies

Four Circles Connection: We cannot jump from Circle 2 to Circle 4. We ourselves are part of the problem! If we’re honest, we’re all like the priest, Levite and even the injured man. No one is a perfect “Good Samaritan”.

COULD USE ANOTHER LOCAL TESTIMONY

CALL TO FAITH

Small Groups: Debrief call to faith

Reflection Challenge (5-10min, Individually):

**- Two Other Possible Passages to Use -**

**Mark 12: 28 – 34, the Greatest Commandment**

Theme of the Day - ***Spirituality, Jesus, and Service****;* Why we need Jesus to serve effectively and long term?

\*This day will be less about information and more about helping students make decisions about their own commitments.

Challenge for the Day

Ask three people in the neighborhood:

* How does your (or someone else’s) experience with God impact how you live in this neighborhood?

Ask another person on your project site:

* How does your spiritual experience of God impacting how you are thinking about the work you are doing on this site and this neighborhood? Does it help or hinder?

Evening Session

Small Groups

Debrief the day: What answers did you collect today? How has (or does) your spiritual experience impacted your ability to serve?

Scripture Study, Mark 12:28-34 – The Greatest Commandment

* PD use to summarize the week:  how we experience our neighborhoods and how we have served.
* Tie this to the Four Circles
* Prepare the group to hear invitations to respond

Small groups:

* Help each person share what is going on for them internally
* What are they thinking about God. Jesus, and belief?

Whole Group:

* + Call to Faith - prepared the day before
    - Call to first-time commitment to Jesus
    - Call to adult decision for Christians in name only
  + Call to Service
  + Celebration with one another in light of these commitments.

**Mark 10: 17 - 31, The Rich Young Ruler**

**Theme:** Leave and Follow. What it means to follow Jesus. Exchanging our story for Jesus’ story.

**Scripture:** Mark 10:17-31 OR Luke 18:18-30 (Rich Young Ruler)

Weaving into curriculum

* We’ve talked about God’s heart for justice. We’ve seen Jesus live this out in a real and tangible way by healing a marginalized woman in a crowd – he stopped and saw her and had compassion. Tonight we’ll be looking at a man who was impressed by Jesus and all the things he saw him doing – he liked Jesus’ commitment to justice and to caring for people. We’ll look at how Jesus responds to him and what Jesus says about what it means to actually follow him.

Connection to City

* There are a lot of people and organizations doing good things here – they are committed to doing justice and serving those who are marginalized. We are working with many of those organizations.
* Unique look at Christian service and what differentiates it from other types of service. Is following Jesus just about doing good or is it about something more?

Notes

* When we look at Jesus, we like him. He’s a good guy – a “good” teacher. (Jesus called Teacher vs. Lord by Jairus). He has a lot of good moral teachings. But Jesus challenges this man. 10 commandments are divided into 2 parts – love God and love your neighbor. The 6 commands Jesus lists have to do with loving your neighbor – being a good moral person (this is central to all world religions). But what the man is lacking is actually loving God and relating to God. For Jesus and throughout the whole of the Scriptures, God’s call is to love him first and foremost.
* But this man loves something else. He has a higher priority in his life than God. He loves his money and wealth. Idolatry. There is “bondage” here.
* Jesus’ call to this man is – if you really want “eternal life” (life in all its fullness and abundance), you need to let go of what you hold most dear and follow me. It is a call to leave and to follow.
* Jesus’ invitation feels costly – leave everything and follow. But this needs to be framed w/in the larger story. The man is looking for “eternal life” (zoe) – life in all its fullness. Need to see this larger picture. Jesus is inviting the man to actually be with him and to be a part of what he is doing in the world – living a life devoted to justice – and a life of freedom.
* The man is left with a choice. That is what I love about Jesus. He doesn’t force himself on people. He invites people to consider and to choose how they want to live. The choice feels costly in some ways (that’s true) but there is a greater invitation to true life. What do you want?
  + Prepare for call to faith tomorrow. Tomorrow we’ll be looking at next steps we’ll take after ServeUP. I want you to be thinking about what it is that you want – what do you want your life to be about. Take time to reflect.
* Following Jesus does not mean being a good moral person. It means actually placing God first in our lives and letting God define who we are. Jesus lived a life devoted to justice because he loved God.

Invitation

* Introduce call to faith tomorrow – making commitments in response to what we’ve been talking about
* Threshold 2 (Curious) – What is it that you want in life? What are you seeking? What do you think about this man’s desire for “eternal life”? Do you want “life in all its fullness or do you want something else?
* Threshold 3 (Open to Change) – Jesus tells the man that if he wants to follow him, he needs to let go of what he holds most dear. What do you hold most dear (e.g. wealth, security, prestige, personal success)? What would it mean for you to let go of that and give that up?
* Threshold 4 (Seeking) – Who do you think Jesus is? Is Jesus just a good moral teacher or is he offering something more?
* Continue exploring who Jesus is.

Practical next step

* Literally give something up.

**Appendix D**

**- Program and Site Director Responsibilities -**

1. Flight Coordination for your week

* Get Full names and DOB to Tom Brink before week deadlines
* Tom Brink will send flight info to the staff worker

2. Registration Coordination for your week

* Oversee registrations for your week through www.activecamps.com
* Call each campus staff and find out their final numbers
* Decide with ServeUP Coordinator if more recruiting needs to occur at any campus
* Get campus ServeUP account name and number onto the google doc by Dec 1
* Clarify if any group has skilled volunteers
* Check on Staff / student ratios 1:15

3. Make sure each site has a clear curriculum and schedule

* Look over curriculums prior to November 8 and decide by January 15
* Lead meeting in January and decide upon schedules and curriculum
* Work with staff team to decide on teaching divisions
* Coordinate staff jobs for the week

4. Expenses during the week

* Use your PCard for all possible expenses
* Send all expense forms and PCard forms through Tom Brink
* INTERVARSITY Staff should turn in meal expenses to ServeUP up to $30
* Van rental, food and lodging will be handled with PCards by Tom Brink or by you if Tom Brink is not on site.
* Speaker Honorariums will be handled by check requests by Tom Brink

5. Staff meetings

* Each day you should have a staff meeting to check in and pray
* On Tuesday morning meet with ServeUP director or Operations Director in person or by phone to talk about any adjustments that should be made for the week.

6. On site Logistics

* Male / female numbers for housing
* Coordination with cooks about food allergies, vegetarian and vegan meals

7. PD travel and schedule

* Plan to fly down on Friday before your week and fly home on Saturday

**Appendix E**

**- Weekly Prayer Coordinator Job Description -**

This is a key position.

Purpose:

To have an intercessory prayer foundation for the week

Role:

* Organize each of the staff coming during your week to have 2 solid pray-ersfor the week.
* Decide how you will communicate with them (text message, tweeting, or emails, etc)
* Get the contact information for each prayer person. Introduce yourself over the decided platform before leaving and state what your hopes are for prayer.

During the week:

* Our goal is to send a prayer update at least every 36 hours.
* Send out a request if there are special needs.

**Appendix F**

**- InterVarsity Alumni and non-student Volunteers for ServeUP -**

Qualifications:

* Love for college students
* Heart to help and serve those in need
* Flexibility…(e.g. willingness to sleep on air mattress or cot)
* We need folks with skills in construction (sheet-rocking, flooring, etc) or food preparation.
* We need folks willing to drive a 7-passenger van

Policies: Volunteers will also follow the same policies as the student policies below.

* This is a Campus sponsored event – NO alcoholic beverages and/or illegal drugs
* Puerto Rico and Houston can be dangerous at night – NO leaving the building after dark or before daylight. Respect site specific curfews.
* All offsite excursions (even to the local store/or going for a run) must be cleared with an InterVarsity staff and must be in a group of 3\* or more. \*Volunteers can travel individually.
* No use of Uber/LYFT while on ServeU.
* May use power equipment if properly trained and supervised.
* Seatbelts must be used at all times. (One person per seatbelt)
* All staff and students should understand that we are guests invited into the Houston or Puerto Rico communities. Thus, we must recognize that we do not have full understanding of the culture and community in which we serve. Also, understand that we are visiting for a week at most and NGO leaders have to pick up after any long term negative impact. So, please consult local site leaders and staff prior to making any judgements of how things are done and acting upon them.
  + Example: when Animal Control was called in the Ninth Ward of New Orleans

\*\* Volunteers are welcome to participate in evening sessions, but are not required to do so.

\*\* Volunteers will provide their own transportation to Houston or Puerto Rico, but once on site

ServeUP will pay for food, transportation and lodging.

Volunteer Preparation:

1. Read ServeUP Handbook and the history of ServeUP to understand the vision
2. Read 5 thresholds book: I Once was Lost
3. Understand schedule, roles, and expectations
4. Learn from the story of “How a Redneck Can Relate and Love a Private Women’s School Student”