




**Workshop Title:** Bagged Lunch and a Drop of Oil: Multiplying Re\$ource\$ for Urban Ministry

**Workshop Prepared by:** Jeremy Del Rio, [www.jeremydelrio.com](http://www.jeremydelrio.com)

**Workshop Description:** Called, but underfunded. Impassioned, and hungry for more. Broke, and feeling alone. How do bivocational youth workers pay the bills and buy the stuff necessary to get the job done? Jesus received one recorded offering in his career. The disciples didn't get it. The masses were confused. But a boy with a bagged lunch understood, and his tuna fish sandwich fed 5,000. A husband's debts nearly cost a widow her sons' freedom. The prophet's response: What's in your hand? A few drops of oil and a town full of jars later, she bought their freedom. Let's explore how to turn tuna fish and empty bottles into resources for urban ministry.


**Workshop Objectives:**

1. Examine God's Creative Model.
2. Reflect on this model in the context of the story of the widow in 2 Kings and the Fish and Loaves in the Gospel.
3. Apply the model in youth ministry contexts.
4. Identify practical tools for finding resources in your community.
5. Introduce a framework for developing assets in young people.

<b>Legend</b>	
<i>Icon</i>	<i>Meaning</i>
<b>Bolded font</b>	Suggested script for facilitator
	Slide or Transparency Change
	Discuss in Small Groups
	Ask the audience a question

 **SLIDE 1: Bagged Lunch and A Drop of Oil: Multiplying Resources for Urban Ministry**

## **INTRODUCTION**

 **SLIDE 2: Are you: - 5 minutes**

- Are you: Called ... but under funded?
- Impassioned ... and hungry for more?
- Broke ... and feeling alone?



**Which of these phrases best fits your situation and why?**

**Have the youth workers turn to a few people around them and discuss the question in groups.**

 **SLIDE 3: The Question - 1 minute**

***How do bivocational youth workers pay the bills and buy the stuff necessary to get the job done?***

**Let's explore how to turn tuna fish and empty bottles into resources for urban ministry. Listen to these two stories.**

 **SLIDE 4: Jesus Receives an Offering - 3 minute**

### **Jesus Receives an Offering**

There are a few stories told in each of the four gospels. This is one of them.  
Matt 14 / Mark 6 / Luke 9 / John 6

**Briefly retell the story from John 6, making sure to include the following details.**

- 5,000 men, plus women and children.
- Jesus tells His' disciples: "You give them something to eat"
- The disciples didn't get it. The masses were confused and hungry.
- But a boy with a bagged lunch understood, and his tuna fish sandwich fed them all.

 **SLIDE 5: A Widow Saves her Children - 3 minute**

### **A Widow Saves her Children**

2 Kings 4:1-7

**Briefly retell the story, making sure to include the following details.**

- **A husband's debts plus a cranky creditor nearly cost a widow her sons' freedom.**
- **The prophet's response: What's in your hand?**
- **A few drops of oil and a town full of jars later, she bought their freedom.**
- **It was only after she ran out of containers that the oil stopped flowing.**

 **SLIDE 6: In the beginning God created... - 1 minute**

**"In the beginning God created..."**

**Both stories follow a creativity model fashioned by an inherently creative God.**

**We serve and represent that God in the communities to where He has called us.**

**What model did He demonstrate "in the beginning" that helped a widow save her kids and allowed for a boy's lunch to feed 5,000?**

 **SLIDE 7: God's Creative Context - 2 minute**

## **GOD'S CREATIVE CONTEXT**

Formless. Empty. Dark - Genesis 1:2

*"Now the earth was [a] formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters."*

**God started with nothing. As we look at this initial passage of Scripture, God began with a formless, empty and dark landscape. The beginning of God's creative work was not pretty and was not flashy. What we miss is who was actually present. His Spirit was present and that was the difference.**

**BUT, God's Spirit "hovered" in that place and was not constrained by limitations.**

 **SLIDE 8: What is your creative context? - 3 minute**

**What is your creative context?**



**What constraints make your situation formless, empty and dark?**

- Formless:** Building from scratch. Dysfunctional community, families, culture, churches. Broken lives.
- Empty:** Insufficient funding, space, equipment, staff
- Dark:** Confusion. No direction.



**What evidence of the "Spirit's hovering" do you see present in your situation? Share with your neighbor some of the assets that exist ...**

- In your youth & families**
- In your neighborhood**
- In your leaders**
- In your own family**

#### SLIDE 9: *The Model in Action: 5 minutes*

### **The Model in Action: A Widow Creates (2 Kings 4)**

**Now let's take the Genesis Creativity Model and watch how God used it to provide the needed resources into the stories that we discussed earlier. Read the Genesis Account of Creation to be familiar with each day and what He created.**

Empty, formless, and void

*"His creditor is coming" to enslave sons (v.1)*

- The Spirit hovered

*"He revered the Lord." (v.1)*

- Lights turned on (Day 1)

*"How can I help you?" (v.2)*

- Established horizon (Day 2) God created the sky.

*"What do you have in your hand?" (v.2)*

- Rearranged resources (Day 3) God called the dry land "ground" and the gathered water "sea"

*"Nothing, ... **except** a little oil." (v.2)*

#### SLIDE 10: *The Model in Action cont.*

- Prepared environment (Day 4) Light to rule the day and Darkness the night.

*Find empty jars and, "Don't ask for just a few." (v.3)*

- Experienced God's provision (Day 5-6) God created fish and animals.

*"Pour oil in the jars" (v.4)*

- Reproduced and ruled (Day 6) Created man in His own image.

*"She kept pouring" (v.5)*

- Rested – (Day 7) God saw all He made and called it good.  
"When there were no jars left, the oil stopped flowing." (v.5)

**The second story is on the handout and you can see how it follows the same pattern of God meeting the needs of His people. You can take a look, but we will now look at how this can be implemented in your ministry context.**

 **SLIDE 11: The Model in Your Context - 8 minutes**

## **THE MODEL, IN YOUR CONTEXT**

**Presenter's note: Begin the application phase with a personal story of how God multiplied resources in your youth ministry. For instance, Generation Xcel was birthed out of crisis when the core group of an inner city youth ministry was in mutiny. Street kids that had met Christ a year or two earlier were no longer experiencing their "first love" and weekly youth group meetings had become a drag. So we scrapped the regular agenda one Friday and had a speak-out forum to clear the air. We discovered that they wanted a place to go when there weren't just church services, someplace safe, off the streets, where they could bring their friends and be themselves -- a youth center of their own. But our storefront church had no money, space, equipment, or paid staff. All we had was thirteen teens with hearts that grabbed the vision and wouldn't let it die, and a small congregation and pastor that cheered us on and provided moral support. Within 5 months, we had a fully furnished space donated rent-free and seven college students paid their own expenses to be our summer interns. Ten years and thousands of volunteer hours, sweat and tears later, that youth center continues to thrive and produces lasting fruit.**

Remember earlier questions:



**Break into groups of two or three and work through the following questions.**

- How have you responded to His Spirit? What words are you speaking?  
**Look back at the assets/resources that you listed in your creative context from page \_\_\_\_.** Than ask each other the following questions. Are you encouraged by what you listed? Can your kids and other leaders sense your defeat? Are your words bringing life or death?

 **SLIDE 12: The Model in Your Context cont. - 10 minutes**

- Turn the lights on. Assess current realities. Educate; study; relate.

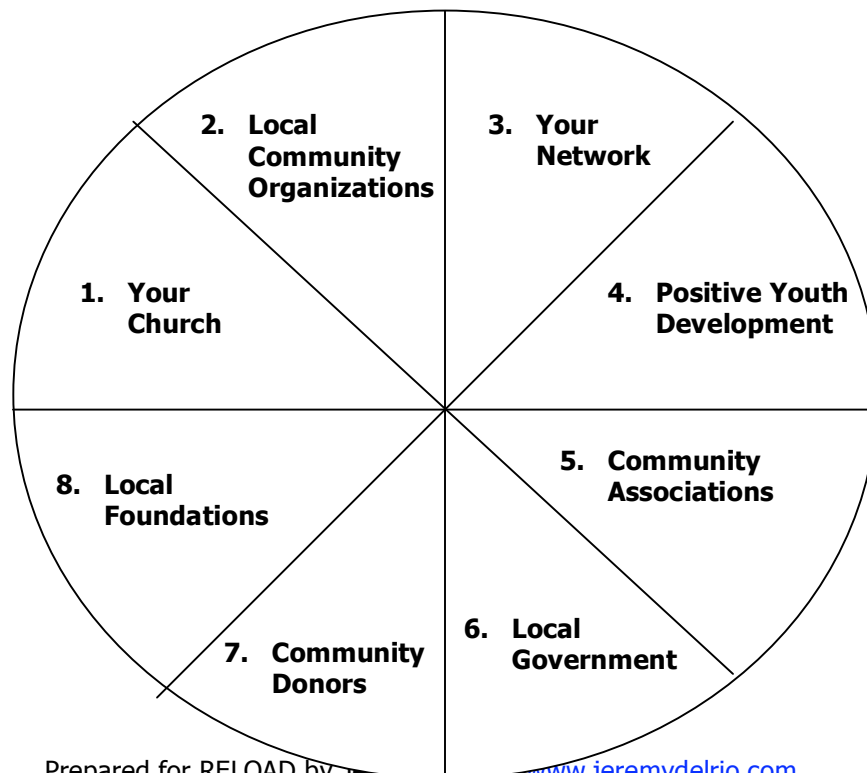
**As you assess the current reality in your neighborhood/community/city, first engage in asset mapping. This is a process that helps you to identify existing resources/services available in your community rather than merely looking at the negative aspects of your community. “Just imagine how communities feel when at the end of their needs assessment project, they find themselves confronted with a laundry list of all the things that are wrong with their local area. Rather, it suggests that community development should begin with a systematic assessment of the assets that exist in the community.” We are going to look at the following table/diagram as we discuss 8 areas that we assess in our community to help us “turn the lights on” and educate ourselves.**

**SLIDE 13: Contrasting the “Needs” vs. “Assets”**

<i>Contrasting the “Needs” vs. “Assets” approach to Community Development</i>	
<b>Needs</b>	<b>Assets</b>
Focuses on deficiencies	Focuses on effectiveness
Makes people consumers of services, builds dependence	Identifies ways that people can give of their talents
Residents have little voice in deciding how to address local concerns	Seeks to empower people

**SLIDE 14: The Asset/Resources Chart**

**What are the Assets/Resources in Your Community?**



- 1. Your Church:** If you are doing ministry in the context of your local church, this should be your first assessment as you determine what is available to you. Your church is an asset to your community if you consider her people, talent and programs. I have attached in the appendix a simple process called, "The Quick and Simple Congregational Asset-Mapping Experience". This process can help you determine what physical assets you have, individual assets you may have, associations, what cash resources are available, and other areas.
- 2. Local Community Organizations:** Does your city have a Boys & Girls Club? A YMCA? A Salvation Army? How can you utilize the resources or the facilities of these community organizations? I have seen a number of these organizations who have great facilities, but lack the ability to attract the students. A Boys & Girls Club may let you meet for a fun, relational event in order to introduce the club to the kids you work with. They hope the kids will enjoy themselves and become a member.
- 3. Your Network:** We all have friends who may enjoy supporting different programs financially. Start out with a small database of names of friends who may attend your church, grow it to include family, co-workers, business leaders and other friends who may appreciate the work you do with kids. Put together a regular newsletter that updates people on the programs/events and shares the stories of impact that your ministry is accomplishing. This list can be a great resource to call or mail a support letter, asking them to invest/donate toward a scholarship fund for camp or buy something for the youth room. This may start out small, but over time will grow. Consistent communication with your donor family is key, receipt and thank your donors each time they invest. Include a response card and ministry addressed envelope in each mailing, to make it easier for the person to respond.
- 4. Positive Youth Development:** The student's in your ministry/program have a lot to offer. We will talk later in this training in regards to the 40 Developmental Assets by the Search Institute, which is an excellent tool to determine the assets of your youth.
- 5. Community Associations:** Your community may have a number of local associations that could be a great resource. Do you have a Rotary Club? A Christian business network? A Homeowners Association? A local association that puts on community events (ie. parades, carnivals, etc.)

6. **Local Government:** Your city council, school board and other elected officials can be a great resource and a gatekeeper to local funds/donors. Creating a profile of each of these leaders is a great idea. Ask city officials what grants/resources might be available for your work with at-risk youth in your community.
7. **Community Donors:** You should also be very aware of individuals who like to support programs that benefit youth in the community. They may be a local business owner, a retired person who grew up in the community, etc. These are people who you don't have a current relationship with (as in #3) but are great people to get to know within your area.
8. **Local Foundations:** You can access a website by the Grantsmanship Center (<http://www.tgci.com>) to determine the local foundations who give money to projects in your area. The website also has classes that you can sign up for in order to learn grant writing and non-profit leadership skills. You can always ask a larger non-profit to help you write your first grant to one of these foundations or pay a small fee to a grant writer to help you initially.

Later in this workshop we will take your ministry through the beginning stages of this process, but lets continue to move through this Genesis Design Model.

 **SLIDE 15: The Model in Your Context cont.**

- Establish horizon; vision cast. The "sky" was/is God's limit.

**You need to lead with a vision. The workshop from Chaos to Clarity is perfect to help you build the vision to lead your ministry. A vision can make a dark situation look bright.**

- Rearrange existing resources and prepare environment for sustainable growth. What's already in your hand?

**What leaders do you have? What does your facility look like? Who is in your community?**

 **SLIDE 16: The Model in Your Context cont. - 5 minutes**

- Establish measurements and methods for evaluating milestones.

**Set some goals to meet, so you know that you are moving forward.**

- Allow for God's provision



**Pray and ask God to guide you, but also do not be afraid to ask people to help.** *Now is a great time for you to share some examples from your own ministry and life when God led you to find resources in some unlikely places.*

- Reproduce leaders and multiply yourself

**People are the greatest resources and young people are a great part of that! Relationships are what will allow your ministry to grow and reach the vision. How do you recruit more mentors? How do you find new students that will catch the vision?**

- Rest

**Take time out.**

 **SLIDE 17: Tools for the Process - 15 minutes**

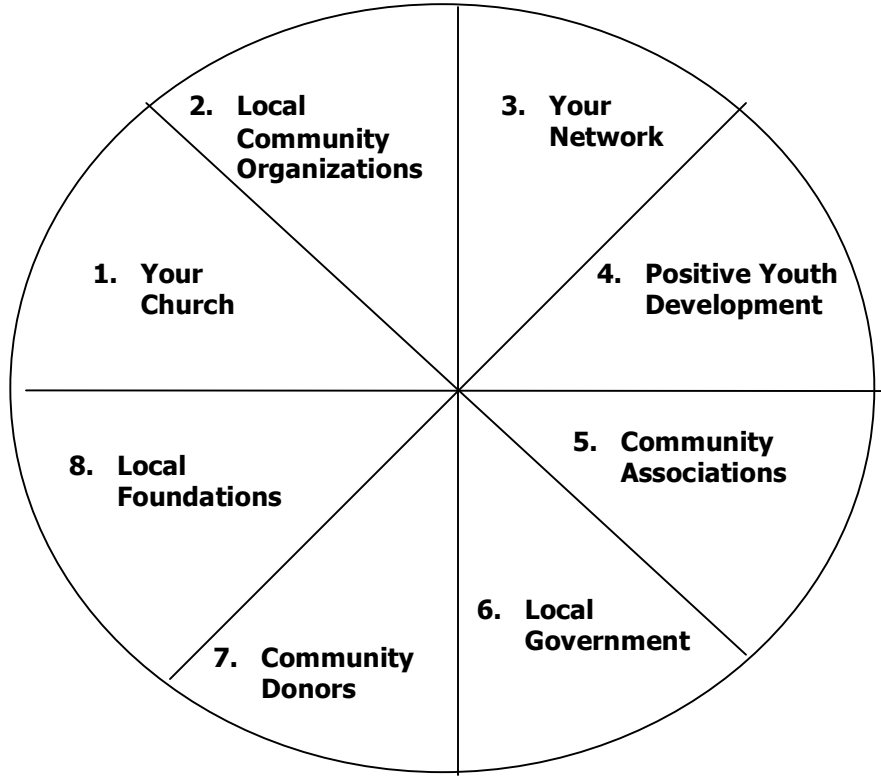
### **Tools for the process**

1. "Asset Mapping" - Identify existing and future resources for sustainability.

**Earlier in the session, we discussed Asset Mapping, but now we are going to do a preliminary mapping of your community. We will start the process, but you will need to finish this as you return home and have more time, team member involvement and can do the necessary research.**

***Play Boxing Video:*** *Play this short documentary of a Southern California church used the resources available to them to make something great happen for the Kingdom of God by clicking on the words "Tools for the Process".*

**What are the Assets/Resources in Your Community?**





**I want you to break into small groups for this portion of the workshop. If you came with a few people from your church or area gather together so you can think about your situation.**

Trainer Note: If you have people who came alone, you should have them partner up. Because RELOAD is a regional training, they may have people in the group who are in the same community.

<p><b>YOUR CHURCH</b>  <b>In this box, I want you to brainstorm all of the potential assets that you have in your church community. Think about the facility, budgets, people (their vocation, skills, etc.) in the church, etc. I have an extra handout that outlines a step by step process for looking at the assets in your church. These are probably the assets that are most accessible to you.</b></p>	<p><b>LOCAL COMMUNITY ORGANIZATIONS</b>  <b>List as many of the community organizations in your area with whom you could partner with to serve young people. They may be faith-based or secular.</b></p>
<p><b><u>YOUR NETWORK</u></b>  <b>Build a list of names that you could mail a newsletter to on a regular basis to help inform them of your ministry. These are the people who may help fund different special projects. Build a list of names in this box.</b></p>	<p><b><u>POSITIVE YOUTH DEVELOPMENT</u></b>  <b>What strengths, skills and resources do your students have? Are they athletes? Are they in ASB? We will look at this in depth in the last section.</b></p>
<p><b><u>COMMUNITY ASSOCIATIONS</u></b>  <b>Build a list of community associations that you are familiar with in your city. When you get home, you can identify more by looking in local newspapers.</b></p>	<p><b><u>LOCAL GOVERNMENT</u></b>  <b>Build a list of local elected officials in your community. Go to City Hall and ask what resources might be available to youth serving organizations.</b></p>
<p><b><u>COMMUNITY DONORS</u></b>  <b>Build a list of potential donors with whom you do not have a current relationship, but are concerned about the youth in your community. You may find connect with these people as you build relationships with city</b></p>	<p><b><u>LOCAL FOUNDATIONS</u></b>  <b>List any local foundations you have heard of and remember to visit <a href="http://www.tgci.com">www.tgci.com</a> as you return home to see which foundations give to youth service organizations in your area.</b></p>

<b>council members or other community associations.</b>	
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There are numerous **Asset Mapping** tools online, here are a few for you to access.

<http://www.northwestern.edu/ipr/abcd.html>

<http://www.ctcnet.org/what/action/>

### **SLIDE 23: Fundraising Ideas**

#### 1. Creative Brainstorming

**We need to get our people together and brainstorm ideas to raise resources. We need to think about how as a team we can raise some funds that are needed to help our kids go on a trip. Allowing for God's provision maybe allowing people an opportunity to support the Kingdom's work through your ministry. Here are a few ways that you can raise money.**

##### **a. Fundraising Ideas:**

1) Letter Writing Campaign (a sample letter, is included in the appendix) **If you are taking students on a missions or service trip, the best fundraiser is to have them mail out letters to family, parent's co-workers, friends' parents and other adults who have played a significant role in their lives. This is a great fundraiser for a number of reasons, but the biggest is that it shows the kids that other people are supporting their choice to go and serve Christ and His Kingdom. I have attached a sample letter in the appendix, because you will probably need to help write the letter for the students and help them brainstorm those names. You should help in this way and then set a deadline for all of the letters to be mailed out. Put a response card and a pre-addressed return envelope in with the letter to make it easier for the people to follow their good intentions.**

##### 2) Yard Sale

**A yard sale can be a great fundraiser. It also has the ability to build some community within your group. You announce/promote to the church that the youth group will be holding a yard sale on a specific day and if anyone would like to**

**donate to the sale, the proceeds will go directly to "camp scholarships", etc. Over the next few weeks, you spend time picking up items or getting them dropped off to the home hosting the yard sale. You should also ask people at your church to suggest someone with a good house location to host the yard sale.**

3) Sports Tickets

**Most athletic teams have a fundraising program to help local youth organizations. Call your local sports teams and ask for the person who handles group sales/fundraisers. They will send you a packet to explain the details and then you can fill out the paperwork and you're on your way. The team will sell you tickets for a discounted price and then you can charge \$5 plus over the price to raise money for your program. If you can get the support of your church, it is a great experience for the whole church to go to the game and hangout with each other and you make some money.**

4) Bake/Tamale/Candy Sale

**A food sale can be a great ongoing fundraiser. You have parents donate baked goods or tamales around Christmas time to sell to the people at your church. As people arrive and leave from the service it is a great opportunity to raise money for your ongoing programs or a trip that is coming up.**

5) Rent A Kid

**If you want the kids to earn the money, this is the fundraiser for you. You have kids sign up to be a part of "rent a kid" project. They begin by writing down their skills (ie. gardening, cleaning houses, babysitting, painting, etc.) and the days they are available. You then promote to your local congregation that you have kids who are "available for hire". The people who would like to rent a kid fill out a form that shares the project they need help with. You then match the kid with the appropriate project and people are usually quite generous in paying kids when they know it is getting them to camp or on a mission trip.**

6) Krispy Kreme or other Restaurants

**You can sell discount cards through your local Krispy Kreme. You make \$10 or more on each card. If you don't have a Krispy Kreme or they are dying out in your area, most Carl's Jr's., El Pollo Loco's, Dominos or other restaurants have similar programs.**

7) Car Wash

**This is a classic, but in my opinion, you should always sell pre-sale tickets to family and friends weeks before the actual fundraiser. This way you are assured on making money even if people forget to show up.**

8) Spaghetti Feed:

**This one works great! You enlist parents to cook a crock pot of spaghetti sauce, bring salad, bread or whatever else is needed. You sell \$3 tickets to your congregation and directly following church on Sunday afternoon, serve a great meal. I have known kids to sell over \$100 worth of tickets. If you don't like Spaghetti, serve your church's favorite meal. The key is to get as much of the food donated as possible, so that all the ticket sales generate a profit toward your youth programs/budget.**

9) Community Discount Cards

**This one takes some work, but can result in big profits. Go to local businesses and tell them about your camp and if they would be interested in helping students raise money to attend. Each business can decide on a free soda with the purchase of a meal, 10% off, or whatever else they wish to provide for the card. You have a computer guru at your church help you design and print the cards with all of the businesses and your church name. Have the cards laminated and sell them for \$5 – \$10. Most businesses are used to the idea, because a lot of schools have the cards.**



**As we finish I want to introduce or re-introduce you're the Search Institute's 40 Developmental Assets. This is a process of positively developing the youth in your community and has been utilized all over the country.**

 **SLIDE 24: A Framework for Developing Assets**

## **A Framework for Developing Assets**

- Asset Mapping in a youth development context
- Search Institute researched 2 million young people since 1989.
- Identified 40 “Developmental Assets”

**The 40 assets framework is not meant to be exhaustive, but helps shine a light on the resources “in your hand” and assess how best to utilize them. The 40 Developmental Assets are...**

**“concrete, common sense, positive experiences and qualities essential to raising successful young people in our culture.”**

**It has been validated with research and by people serving in the community.**

## SLIDE 25: Asset Categories

*Note to presenters: There is not enough time to go through all the categories and every item on the list. Highlight two or three that resonate most with you and refer to the others as memory joggers for the group. We have attached a few forms that give some more details in regards to the 40 assets in the appendix of this training. You can also direct people to purchase the Developmental Youth Ministry CD from the UYWI Resource table.*

### **Asset Categories**

1. External to individual youth
  - A. Support
  - B. Empowerment
  - C. Boundaries & Expectations
  - D. Constructive use of Time (opportunities)
2. Internal to individual youth
  - E. Commitment to Learning
  - F. Positive Values
  - G. Social Competencies
  - H. Positive Identity

## SLIDE 26: External Assets

### **External Assets**

- |                                  |                              |
|----------------------------------|------------------------------|
| A. Support                       | 3. Other adult relationships |
| 1. Positive family support       | 4. Caring neighborhood       |
| 2. Positive family communication | 5. Caring school climate     |

- 6. Parent involvement in schooling
- 13. Neighborhood boundaries
- 14. Adult role models
- 15. Positive peer influences
- 16. High expectations
- B. Empowerment
  - 7. Community values youth
  - 8. Youth as resources
  - 9. Service to others
  - 10. Safety
- D. Constructive Use of Time
  - 17. Creative activities
  - 18. Youth programs
  - 19. Religious community
  - 20. Time at home
- C. Boundaries & Expectations
  - 11. Family boundaries
  - 12. School boundaries

 **SLIDE 27: Internal Assets**

**Internal Assets**

- E. Commitment to Learning
  - 21. Achievement motivation
  - 22. School Engagement
  - 23. Homework
  - 24. Bonding to school
  - 25. Reading for pleasure
- G. Social Competencies
  - 32. Planning and decision making
  - 33. Interpersonal competence
  - 34. Cultural competence
  - 35. Resistance skills
  - 36. Peaceful conflict resolution
- F. Positive Values
  - 26. Caring/compassion
  - 27. Equality and social justice
  - 28. Integrity
  - 29. Honesty
  - 30. Responsibility
  - 31. Restraint
- H. Positive Identity
  - 37. Personal power
  - 38. Self-esteem
  - 39. Sense of purpose
  - 40. Positive view of personal future

 **SLIDE 28: Conclusion**

**Youth leaders are called to bring life and light to their students' environments that are all too often dark, formless and empty.**

**Yes, we are under-resourced, but let's be creative about identifying the resources (beyond just money) that are "hovering in our midst".**

**Our leadership starts with... the words we speak with authority, and then the actions we take.**



**Aligning our words and actions with His Spirit, allows room for God's provision and the multiplication of resources for sustainable growth and effectiveness. As you return to your ministry, try and apply God's Creativity Model to your context. Don't always think you only need to look for cash resources. You need to begin to allow God to meet your needs in broader ways.**

***"Thy Kingdom come, on earth as it is in heaven."***