Bagged Lunch and a Drop of Oil:
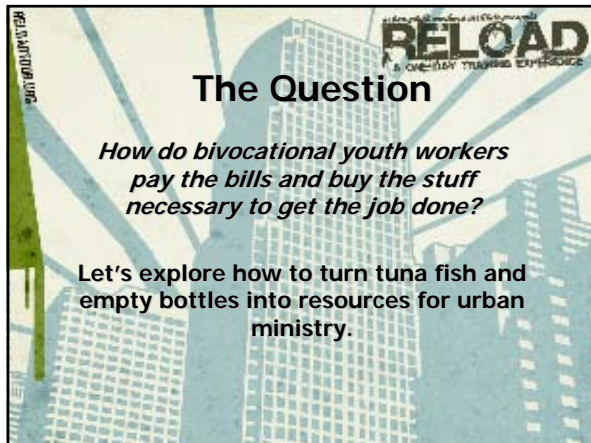### Multiplying Re$ource$ for Urban Ministry

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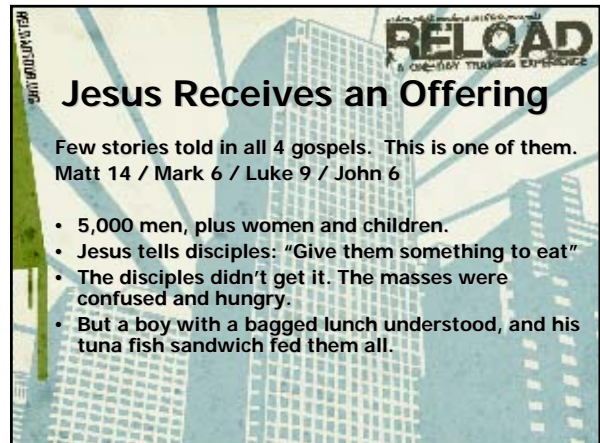
Are you:

Called … but under funded?
Impassioned … and hungry for more?
Broke … and feeling alone?

The Question

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.

Jesus Receives an Offering

Few stories told in all 4 gospels. This is one of them.
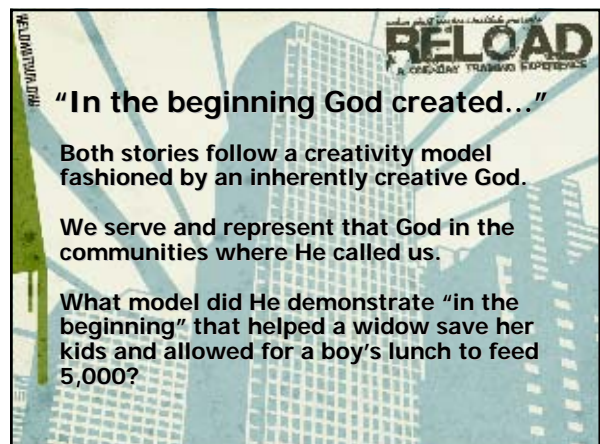Matt 14 / Mark 6 / Luke 9 / John 6

- 5,000 men, plus women and children.
- Jesus tells disciples: "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.

A Widow Saves her Children

2 Kings 4:1-7

- 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.
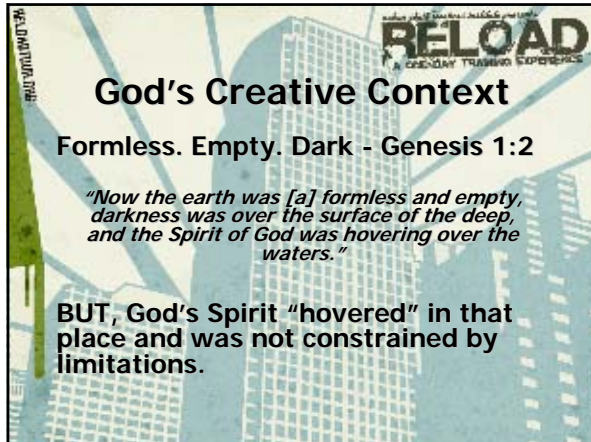- It was only after she ran out of containers that the oil stopped flowing.

"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 where He 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?

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."

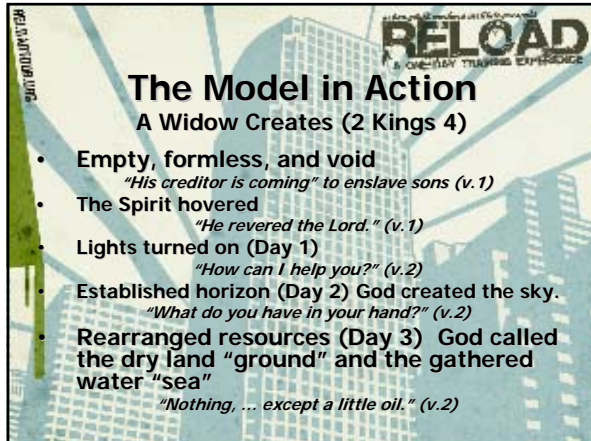**BUT, God's Spirit "hovered" in that place and was not constrained by limitations.**

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

The Model in Action

A Widow Creates (2 Kings 4)

- **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)

- **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 Model, in your Context

- **Are you encouraged by what you listed?**
- **Can your kids and other leaders sense your defeat?**
- **Are your words bringing life or death?**

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

Slide 1

Contrasting the "Needs" vs. "Assets" approach to Community Development

Needs	Assets
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 2

What are the Assets/Resources in Your Community?

Wheel divided into 8 segments:
1 Your Church
2 Local Community Organizations
3 Your Network
4 Positive Youth Development
5 Community Associations
6 Local Government
7 Community Donors
8 Local Foundations

Slide 3

- **Establish horizon; vision cast. The sky's the limit.**
- **Rearrange existing resources and prepare environment for sustainable growth. What's already in your hand?**

Slide 4

- **Establish measurements and methods for evaluating milestones.**
- **Allow for God's provision**
- **Reproduce leaders and multiply yourself**
- **Rest**

Slide 5

Tools for the process

- **Asset Mapping - Helps identify existing and future resources for sustainability.**

Slide 6

What are the Assets/Resources in Your Community?

Wheel divided into 8 segments:
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RELOAD — A ONE-DAY TRAINING EXPERIENCE

YOUR CHURCH

Think about the facility,budgets, people (their vocation, skills, etc.) in the church, etc.

LOCAL COMMUNITY ORGANIZATIONS

List as many of the community organizations in your area with whom you could partner with to serve young people.

YOUR NETWORK

Build a list of names that you could mail a newsletter to on a regular basis to help inform them of your ministry.

POSITIVE YOUTH DEVELOPMENT

What strengths, skills and resources do your students have? Are they athletes? Are they in ASB?

COMMUNITY ASSOCIATIONS

Build a list of community associations that you are familiar with in your city.

LOCAL GOVERNMENT

Build a list of local elected officials in your community.

COMMUNITY DONORS

Build a list of potential donors with whom you do not have a current relationship, but are concerned about the youth in your community.

LOCAL FOUNDATIONS

List any local foundations

Fundraising Ideas

1. Letter Writing Campaign
2. Yard Sale
3. Sports Tickets
4. Bake/Tamale/Candy Sale
5. Rent A Kid
6. Krispy Kreme or other Restaurants
7. Car Wash
8. Spaghetti Feed
9. Community Discount Cards
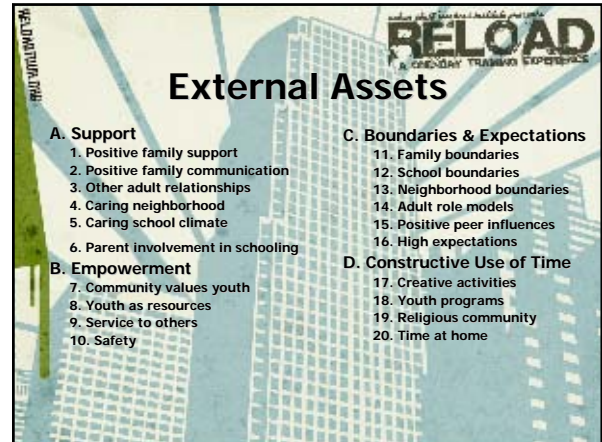

A Framework for Developing Assets

- Search Institute researched 2 million young people since 1989.
- Identified 40 "Developmental Assets":

"concrete, common sense, positive experiences and qualities essential to raising successful young people in our culture"

Asset Categories

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

External Assets

A. Support
1. Positive family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling

B. Empowerment
7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

C. Boundaries & Expectations
11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influences
16. High expectations

D. Constructive Use of Time
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

E. Commitment to Learning
21. Achievement motivation
22. School Engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

F. Positive Values
26. Caring/compassion
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

G. Social Competencies
32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

H. Positive Identity
37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

Our creative means and methods depend not on man, but on God's Spirit who "hovers" over our "confusion".