

## PASSPORT TO FRIENDSHIP; Week 1 – Proof of Identity

### Facilitator Resources

<b>PREPARATION</b>
<p><b>Learning objective for this class</b></p> <ul style="list-style-type: none"> <li>• The student will grasp a fuller understanding of their own identity as sharers of the image of God with every other human being of all cultures. All are therefore able to be saved and are worthy of God’s love.</li> <li>• The student will begin to feel God’s longing for relationship with humanity. Student will begin to feel a burden to show God’s love to those of different cultures.</li> <li>• The student will become more aware of the different cultures in his/her own context.</li> </ul>
<p><b>Materials/equipment to gather (if any)</b></p> <ul style="list-style-type: none"> <li>• A passport to show</li> </ul>
<p><b>Resources provided</b></p> <ul style="list-style-type: none"> <li>• Student Handout for this class</li> <li>• Article, “The Great Omission” by Gregg Detwiler.</li> </ul>

<b>ACTIVITY PLAN</b>
<p><b>1. Class Warm Up (5 minutes approx.)</b></p> <ul style="list-style-type: none"> <li>• Welcome and introduction of facilitator(s)</li> <li>• Ask each student to give name and answer to: “What do you hope you will take away from these 6 weeks together?”</li> <li>• Facilitator prays that God would give to each student that which they need.</li> <li>• Facilitator reads the Learning objective for this class.(above)</li> </ul>
<p><b>2. Content Delivery (15 min.)</b></p> <ul style="list-style-type: none"> <li>• INTRO. When you go on a long journey, you need to present PROOF OF IDENTITY. (Hold up a passport or drivers license; perhaps ask students to bring out a form of identification).             <ul style="list-style-type: none"> <li>○ As you learn about making friends cross-culturally, you must be aware of <u>your identity</u>.                 <ul style="list-style-type: none"> <li>▪ ASK: What would be some descriptions of who you are?</li> <li>▪ (ex. American, Caucasian, Christian, Kingdom ambassador...etc.)</li> </ul> </li> <li>○ People of other cultures also have an identity. Their identity is just as important to them as yours is to you.                 <ul style="list-style-type: none"> <li>▪ One way to love others for Jesus’ sake is to care about their identity.</li> <li>▪ Who are these newcomers to our city? What does God want us to think about them?</li> </ul> </li> </ul> </li> <li>• SMALL GROUP, SCRIPTURE SEARCH from Genesis 1:24-31             <ul style="list-style-type: none"> <li>○ From this passage, what evidence do you find that God had fellowship within Himself?                 <ul style="list-style-type: none"> <li>▪ (“Let Us” is plural; three members of the Godhead conversed with each other.)</li> </ul> </li> <li>○ What evidence do you find that God desired fellowship with His human creation? From this passage, how did God make fellowship possible?</li> </ul> </li> </ul>

- (God made mankind in His image. With all that this entails, it means that mankind is able to have fellowship with God in a way animals cannot.)
  - How many races exist?
    - (There is only one human race.)
  - In your small group, write a summary of your Scripture findings so far.
    - Each group can then share their summary with the class.
- LECTURE: Genesis 11:1-9
  - So we have one human race, created by God for relationship. In a sense, the Tri-une God opened up their fellowship by creating a race of people capable of knowing and worshipping Him.
  - As the story of humanity unfolds, the sinfulness of humankind becomes so abhorrent to God that He destroys the world by flood. God purposely preserves one godly family (of Noah) and starts the human race over again.
  - By Genesis chapter 11, an important event occurs, the results of which affect our world and our city every day. Let's see what happened.
  - V.1 The human race was still "mono-lingual". Communication was easy.
  - The people decided to build a tall tower. This would be an achievement that would build their confidence. It would also rally them together.
  - While these seem to be good outcomes, they were concerning to God, for two reasons:
    - The pride of mankind would lead them away from God (v.6)
    - The desire of mankind to stay together went against God's command to scatter and fill the earth (1:28).
  - Let me ask you: How did God intervene to protect mankind from pride? What was the result of the intervention?
    - (He confused the language; this caused the one race to split off into many cultural – linguistic groups ("people groups"))
- SUMMARY: What have we learned from Scripture:
  - All humans belong to the same race and are equally loved by God.
  - Different languages and cultures present many difficulties, even wars. But the differences are useful in that they keep humankind from accomplishing whatever they want.

### 3. Student Reflection (10 min.)

- STUDENT WORK-SPACE, THEN SHARE WITH A PARTNER
  - Think of the different kinds of people you see around your city. What cultural groups have come near you as a result of Babel?
  - What difficulties have you experienced as a result of different languages in the world?
    - Misunderstandings, Feeling distant and excluded, etc.
  - How do languages make communication better between those who understand the same language?
    - Appreciation of commonality with those of similar culture; speaks more deeply into the heart, etc.
  - In your opinion, would it be better for sharing God's love if all humanity still spoke the same language?
    - On the surface it would seem easier. But this way, people get to know God through the doorway of their own culture. Just like us, they get to know God in a way that makes the most sense to them.

<b>4. Student Practice (10 min.)</b>	
<ul style="list-style-type: none"> <li>• BLINDFOLD EXERCISE</li> <li>• Group stands in a circle facing each other</li> <li>• Facilitator gives each student a dark colored blindfold, and has student put it over both eyes.</li> <li>• Facilitator reads out loud 2 Cor. 4:3-4 (re: eyes of unbelieving are blinded) <ul style="list-style-type: none"> <li>○ “If you had been born blind, you would not know what sight is like.”</li> <li>○ “Every human being who shares this planet with us is born in darkness. Created in God’s image for fellowship, they do not know such a relationship is possible.</li> <li>○ Facilitator reads Eph. 2:1-3.</li> </ul> </li> <li>• Students are instructed to remove their blindfolds. <ul style="list-style-type: none"> <li>○ Facilitator reads Eph. 2:11-22</li> <li>○ Gentiles were once far away from God; but have been brought near through Christ.</li> <li>○ Today, there are those whose culture distances them from God. But God has made a way through the cross so that they can come near.</li> <li>○ In Christ, we can all be fellow citizens in the Kingdom of God.</li> </ul> </li> <li>• Please keep this blindfold as a reminder to pray that God will make you an ambassador for Him.</li> </ul>	
<b>5. Personal Student Take-Away (5 min)</b>	
<ul style="list-style-type: none"> <li>• As we wrap up our class, this is a time to reflect on what you have learned, and to preserve your insights. Also, you need to make some choices as you go further in this journey.</li> <li>• We will use the analogy of packing a carry-on to take with you. Some things need to go with you; other things need to be left behind. Take some time right now to choose: <ul style="list-style-type: none"> <li>○ “Pack it” – What perspectives do you want to take with you; write them down.</li> <li>○ “Unpack it” – What attitudes and behaviors do you need to leave behind? Write them down.</li> </ul> </li> <li>• (Time permitting) Share what you are packing and unpacking with a classmate.</li> </ul>	
<b>6. Student Assignment (5 min.)</b>	<b>50 minutes scheduled leaves wiggle room</b>
<ul style="list-style-type: none"> <li>• (Give out to students at this point in the class, not before)</li> <li>• Before the next class, we would like you to do two things: <ul style="list-style-type: none"> <li>○ read the article “Great Omission” by Gregg Detwiler.</li> <li>○ Observe the 7 houses or apartments immediately around where you live; <ul style="list-style-type: none"> <li>▪ draw a diagram of squares with room to write in each;</li> <li>▪ in each square, write down as many first names as you currently know;</li> <li>▪ write down the nationality (ex. Venezuela) or general culture (ex. Hispanic) you believe them to be.</li> <li>▪ Indicate any of your neighbors who are followers of Jesus now (with +, -, or ?)</li> <li>▪ Bring your diagram to class next time</li> </ul> </li> </ul> </li> </ul>	
<b>7. (Facilitator Evaluation -- after class or during week)</b>	
<ul style="list-style-type: none"> <li>• Facilitator meets with a peer-observer to assess progress made in the class</li> <li>• Make adaptations for next time</li> <li>• Determine any student follow up needed (encouragement, clarification, fear)</li> <li>• Pray for God to open hearts, to change attitudes and behaviors, to direct to new friendships</li> <li>• Write brief report and send to <a href="mailto:bobrasmusen@oci.org">bobrasmusen@oci.org</a></li> </ul>	