

Series: Re-born

Lesson 3: a partner in purpose

Lesson Objectives:

As a result of this lesson, students will be able to...

- Identify the purposes of Christian community
- Identify the traits needed to pursue that purpose

Materials Needed:

- ☐ Double-sided handouts of A-7 and A-8 (dog pictures)
- ☐ Prizes (optional)
- ☐ Double-sided handouts of A-5 and A-6
- ☐ Pens
- ☐ Bibles

Lead In:

This is a competition that introduces the lesson. It can be done by individuals, pairs, or small groups. Tell the students that you are going to put their animal knowledge to the test. Tell them that you are going to distribute a handout with pictures and descriptions of various dog breeds and that they must guess at the reason why these dogs were bred. Dog breeding has become a very specialized process over the last several hundred years and dogs have been bred for *very* specific purposes. They are going to guess the purpose behind each dog based on the pictures and characteristics provided. Give them an example such as this: Labrador Retrievers, which are strong swimmers with thick necks, were bred to help fishermen haul nets out of the water. The examples on the sheet will be similar.

Hand out a double-sided copy of pages A-7 and A-8 and pens to every grouping of students and give them time to make all ten guesses. Then gather the whole class back together and solicit their answers, confirming or correcting according to these answers:

1. The **Akbash** was bred in Turkey as a sheep dog in mountain conditions.
2. The **Rhodesian Ridgeback** was bred in Africa to hunt and retrieve large game and to protect families against predators like lions.
3. The **Newfoundland** was bred to help Newfoundland fishermen with hauling nets and water rescue.
4. The **Saluki** was bred in the Middle East to run, both in races and in tracking fast game like the gazelle.
5. The jury seems to be out on the **Chihuahua**. It was bred in Mexico, but for what? Some say as a companion, some say it was sacred, and some even say it was a source of meat. Who knows?!
6. The **Jack Russell Terrier** was bred in England to hunt small game, especially ground-dwelling game like foxes.
7. The **Standard Poodle** was bred in France to retrieve water fowl.
8. The **Siberian Husky** was bred in the Arctic to pull sleds in the snow.

9. The **Mastiff** was bred in England to guard and protect humans and sheep.
10. The **Australian Shepherd** was bred in the U.S. (go figure) to herd cattle on ranches.

The group with the most answers wins. Award prizes if desired.

Task One:

You can continue in these groupings or make new ones for the next two tasks. Hand out copies of double-sided handout A-5 and A-6 and instruct the students to complete only Task One. When the groups are at or near the end of Task One, gather them together as a whole class for feedback. Ask the students which ones they thought were the best answers. Guide the conversation until the answers are as follows. If the statement is crossed out, it is incorrect. If it is not crossed out, it is correct. If it has a D next to it, it is debatable.

Part of God's plan for us is that we would be	
Richer than non-believers	Engaged in similar work as Jesus
Teachers of God's plan for human life	Happier than regular people
Life sized pictures of what redeemed life looks like	In charge of the political process
Free from suffering	Priests to the world – praying and serving on their behalf
Examples of moral life	Teaching people to live like Jesus
Helping create intimacy between God and people	Taking care of ourselves so we don't burden others (D)

Task Two and Three:

Instruct the students to continue to Task Two and Task Three. When the groups are at or near the end of Task Two, gather them together as a whole class for feedback. Ask the students which ones they thought were the best answers and guide the conversation. All of the answers are good except for a) really fast, b) good at seeing other's flaws, and c) very attractive physically.

Then solicit some answers from Task Three. Have students guess what the other students will say before they volunteer answers.

Closing:

Bring the lesson to closure by asking the whole class if there are any points that were surprising in this lesson and then guiding the discussion to a close.