

## **Series: Born to Belong**

### **Lesson 3: Community is Participating**

#### **Lesson Objectives:**

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

- Identify their role and the role of others in the community of your group
- Express their gratitude to God and to each other for the unique giftedness of your community members

#### **Materials Needed:**

- ☐ DVD copy of *Christmas with the Kranks*
- ☐ Five props: a pair of work gloves, a calculator, a mop or broom, a clipboard, a laptop computer (or similar objects that have an obvious function)
- ☐ Scrap paper
- ☐ Pens
- ☐ Copies of page A-12 to A-15
- ☐ Board and markers

## **Lead In:**

Tell the students that you are going to play a clip from a movie called *Christmas with the Kranks*. Ask the students to watch the clip and identify what obstacle the neighbours overcame to help out the character Blair. The clip is the whole of chapter 19, which begins at 61:54 and ends at 64:33. In this scene, the neighbours discuss their plan to make Christmas great for Blair. The obstacle is that they are angry at Blair's father, Luther, so they are reluctant to help his daughter.

When the clip is over, solicit answers from the students. Also, ask them what skills were needed to make Christmas good for Blair (cooking and donating a turkey, hanging lights, rallying the troops, driving to the airport, etc). Say something like, *Just like there were a lot of jobs to be done in order to make Christmas special for Blair, so are there a lot of jobs to make the kingdom of God happen here on earth. Today we are going to look at some of those different jobs.*

## **Task One:**

Place the five props around the perimeter of the room. Each one is now a station. Divide the groups into five small groups. Give each group a piece of scrap paper and a pen. Ask them label their paper one through five. Tell the groups that they are going to travel around the stations in order to decide what each of the props represents in terms of giftedness to serve in the church and community. For example, if the prop at the station was a microphone they might say that it represented the gift of teaching or preaching or leading worship. They are going to do the same thing with the other props at the stations. If you want to make it more fun, cover each prop with a blanket so that they can't see them ahead of time.

When they are finished, have one group give their five answers and ask the other groups to give any answers that are different. Some possible answers could be as follows (these

are examples only): a) the work gloves represent the gift of service and could be used to build a playground in a poor neighbourhood, b) the calculator represents the gift of administration and could be used by someone who monitors resources for ministry, c) the mop represents the gift of service and could be used by the behind-the-scenes servants of the church, d) the clipboard represents the gift of administration and could be used by someone programming a camp, children's ministry, or mission trip, and finally, e) the laptop computer represents the gift of service and could be used to run PowerPoint or art during a worship service.

### **Task Two:**

Handout copies of page A-12 and a pen to each student and ask them to fill out both parts of the handout. Then ask for a volunteer scribe to come up to the board for feedback. Have that person list the seven gifts identified on the handout on the board. Then have him or her go through each one and ask whether anyone marked that response. This can be done by a show of hands. Have the scribe check off the gifts that are represented and write the names of the people who raised their hands next to the gifts. Next, ask the students if there were any that didn't have representation. Ask them how they think they could fill these roles. Solicit their ideas. Ask them if they think there are other roles that are missing from the list that are either essential to the group or would be very helpful to the group.

### **Task Three:**

Ask the students to form a circle of chairs or a circle seated on the floor. Challenge the group to go around the circle telling the person to the right what they love about them and thank them for what they mean to the group and to the church community. This is often called Love Circle and it allows students to share their feelings about other students. Negative comments are not allowed in this venue. Challenge the students to speak

directly to the other student rather than to you or to the group. You may need to start to provide an example such as “Shawn, I love you and thank God for you because you are always so helpful in setting up the room. I believe God has gifted you with the gift of service and I am so grateful to you for using your gift here in our group.”

### **Closing:**

Close this lesson by praising God for all the good things that he has done and will do in your community and for the people here that make up part of his body.