

Series: The Born Identity

Lesson 3: Nine to Five

Lesson Objectives:

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

- Identify their obligations.
- Identify their own passions and desires.
- Identify how they are spending their time.
- Prioritize their passions and obligations.

Materials Needed:

- cut out pictures of professionals from magazines (athletes, business people, nurses, and other easily identifiable professionals)
- blank paper
- pens
- copies of page A-15 (chart)
- copies of page A-13-14 (schedule)
- highlighters

Room Set Up:

Set up the room around small tables or in another way that allows students to use worksheets while also working together in community. Have a few students around a table.

Wrap Up from Previous Lesson:

Remind students about the commitments they made in Task Three of the previous lesson. Ask them to guess what percentage of the group completed their action. Hand out the notes from Task Three of the previous lesson. Ask students to read them silently and put their hands up if they completed the action. What percentage did complete it? Ask some who did to share their action if they are willing to.

Lead In:

Ask students to turn to a partner and describe one of their parents. Tell the students to be prepared to repeat their partner's answer. When they are done, ask the students to raise their hand if they included their parent's occupation (including domestic work) in their description. Chances are that most will raise their hands. Ask the students why they think that so many people mentioned their parent's occupation. Look for an answer such as adults are often defined by what they do.

Transition by saying something like, *That's right. We often define people by what they do, especially adults. Last week we looked at life through the eyes of children and the week before through the eyes of babies, and now we are going to look at it through the eyes of adults. When adults meet for the first time, they almost always ask each other, "So what do you do for a living?" If you are finishing high school or university you have probably been asked, "So what do you want to do with you life?" Well, those questions*

can get boring, but it is true that our identity is at least a little bit linked to what we do. And if that's true, maybe we should make sure that what we do is in line with God's guidance.

Task One

Show the class a copy of page A-15, with its four columns. Explain to the students that they are going to fill in the chart according to the instructions. Summarize the instructions for the chart. Give every student a copy of page A-15 and a pen and give them time to complete the chart.

For feedback, ask one member of each group to rotate groups clockwise. Instruct this student to quickly (30 seconds) check the charts of the new group to make sure that they filled them out correctly. When he or she is satisfied, give the next instructions. You are going to repeat this after each task. It is called buzz groups.

Task Two:

Now give every student a copy of page A-13 and A-14, a blank schedule for a week, and instruct them to use their first chart to help them fill out the sample schedule. They should be as detailed as possible, including all kinds of activities that they do in an average week.

Choose a different student to rotate groups and check that the groups have filled the schedules in correctly.

Task Three:

Tell the students that you are going to put highlighter on the tables and that they should take a highlighter and highlight the activities in the schedules that coincide with their passions. For example, if I am passionate about music and I spent one hour practicing guitar, I will highlight that one hour.

Choose a different student to rotate groups and check that the groups have done this correctly.

Task Four:

Tell the students that you aren't going to make them move around any more. They can stay where they are. Ask them to look at their schedules and ask these questions. Tell them to write them down, in point form, as you read them out loud.

- 1. Am I satisfied with the way my schedule looks? Why or why not?**
- 2. What can I remove from my schedule? How can I do that?**
- 3. What can I add to my schedule? A desire or passion that is missing?**
- 4. Do I have any extracurricular activities that are not highlighted? How important are they? Can I replace those appointments with something that I've listed as a passion but am not currently doing?**

When they are done, tell the students to share one new insight about the way they spend their time with their group. Solicit some answers in the whole group, looking for common elements.

Closing:

Close by saying something like, *Our identity in some ways is shaped by what our roles in life are, whether it's something we choose like our future vocation or what we do now like school and sports. God said he uniquely created us for a specific purpose. Tonight, we didn't necessarily figure out each of our specific purposes. But tonight was meant to at least evaluate how we are spending our time and whether there are things missing or unnecessary in our schedules. In "The Lord of the Rings: The Fellowship of the Ring", Gandalf makes a statement to Frodo: "All we have to decide is what to do with the time that is given to us." We can choose how best to spend our time. That decision process is most helpful when we know who we are and how God has made us. When live to our fullest when we realize who we were born to be. If you haven't already, I hope and pray that one day, you will see exactly who God has made you to be and what his purpose is for you. And when you do, it'll be one of those "aha" moments when your life direction seems a lot clearer.*