

Series: The Light in You

Session Title: Gifts in Action

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Scrap paper
- ☐ Pens

Lesson Objectives:

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

- Identify ten ways that their primary spiritual gift can be manifest.
- Perform a minimum of one action from the options they generate.

Pastoral Objectives:

Lead In:

This lead in reviews what has been covered in this series to date. Split the students into two teams and have one representative from each team answer each question. Have someone keep score. You could award a prize to the winning team. These are the questions and the correct answers:

1. In the first session on spiritual gifts, we studied a passage about spiritual gifts. What book of the Bible was the passage in? [1 Corinthians]
2. What metaphor does Paul use to describe the church in 1 Corinthians 12? [The human body]
3. Name three of the women who supported Jesus financially. [Joanna, Susanna, and Mary]
4. Who was the mother of Samuel? [Hannah]

5. Name any three prophets from the Old Testament. [Jeremiah, Ezekiel, Samuel, etc.]
6. What are two art forms that King David was involved in? [poetry, dance, playing music]
7. Where was Paul going when he had a dramatic experience with the risen Jesus? [Damascus]
8. Who was Moses's father in law? [Jethro]

Phase One—Brainstorming:

This phase should take fifteen minutes.

Have your students gather into their groups from the previous session: those with the same primary gift in one group. Tell them that you are going to give them a piece of paper and pens and that they are going to generate a list of possible actions that are related to their primary spiritual gift. Do some examples with them. For example, if your primary spiritual gift is ministry and administration, one action that you could do is to be the person who sends group e-mails inviting people to events, or if your primary spiritual gift is compassion, you could visit Mrs. Colwell who is in the hospital this weekend. Make sure that the students understand the difference between an action and an attitude. "I could feel bad for Mrs. Colwell" is not a concrete action, neither is "I could keep the youth group organized." Tell the students to come up with at least ten concrete actions and that they will be tested as to whether they are concrete after all. Distribute the pens and paper.

After the students are done allow them to read their list out to the whole group. Have the group listen to decide whether the actions truly are concrete. Allow them to object if one answer is not concrete and allow the presenting group to change the wording so that it is a concrete action.

Phase Two—Planning:

This phase should take five minutes.

Tell the students that talking about good deeds and spiritual gifts and ministry is not actually the same as doing good deeds and exercising spiritual gifts and being involved in ministry. Tell them that they are going to have a chance to do one of the examples from their list. Tell them that they have the next five minutes to plan what they are going to do. The thing they choose to do must be doable within the session and must not take longer than twenty minutes. For example, it might be hard to visit Mrs. Colwell right now, but they might have time to make her a card, find her address, put a stamp on it, and mail it to her house. That would be a concrete thing that they could do. Allow them to plan their action now. As they plan, circulate among the groups to ensure that they are on track. This is not the time to do the action; it is the time to plan what to do.

Phase Three—Doing:

This phase should take twenty minutes.

Again, the purpose of this phase is to highlight the difference between talking about service and actually doing something. Once the teams have had a chance to plan release them all at the same time to perform their action. Tell them that they have twenty minutes to finish the action. When they are done, they should return ready to tell what they did. Send them to do their action.

Phase Four—Telling:

This phase should take ten minutes.

Have the students re-gather as a big group. Ask them to guess what the other groups did for their action. Let each group say if the guesses are right or wrong and let them describe what they did.

Conclusion:

Bring the session to a close.