

Series: The Light in You

Session Title: Scriptural Role Models for Spiritual Gifts

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Copies of page A40 (one per group)
- ☐ Copies of page A41 (one per student)
- ☐ Prizes (optional)
- ☐ Extra copies of Spiritual Gifts Assessment tool (back of binder)
- ☐ Pens
- ☐ You or the students should bring the completed Spiritual Gifts Assessments

Lesson Objectives:

As a result of this lesson, students will...

- Study a biblical character who is an example of their primary spiritual gift.

Pastoral Objectives:

Lead In:

Divide the students into two or more teams that will compete in a biblical quiz. Hand out one copy of page A40 per group and give a time limit of five minutes to complete it. Take up the quiz and keep score to see which team scored the highest. You may want to award prizes for the team with the highest score.

Challenge:

Tell your students that the competition is not over! They have one last chance to win a prize. Ask them if they remember last week's session. It was the one where they completed the Spiritual Gifts Assessment tool. Ask them if they remember how many different gifts were identified in that group. There were twelve. Tell them that you are going to read the twelve names of the gifts to them as they appeared in the assessment tool and that each name corresponds to one of the items on their team challenge hand out. Tell them that they must correctly match up the person or people in question with the spiritual gifts that they model. Read them these twelve categories; correct answers are in brackets.

Administration/Leadership (Peter); Compassion (Tabitha); Encouragement (David); Evangelism (Philip); Faith (Hannah); Giving (Mary, Joanna, Susanna, and others); Knowledge (Jeremiah); Ministry/Administration (Jethro); Prophecy (Ezekiel); Teaching (Paul); Tongues (The Disciples); Wisdom (Solomon). Of course, there is some overlap (for example, Jeremiah also had the gift of prophecy) but this is how they are matched for the purpose of this lesson.

Award second prize to the highest scoring group.

Grouping:

Ask the students if they remember their primary spiritual gift, the one that they scored highest on. If you kept the tests, hand them out now. If they kept the tests, they can now take them out to refresh their memories. If some students are present who have not yet had the chance to take the test, give them the test, a place to take it, and the time to take it, and have them join the rest of the group when they are finished. Now have the students gather in groups according to their primary area of giftedness. For example, have all of the students who scored highest in prophecy gather together in one group and all of the students who scored highest in administration in another group. It is okay if groups are different in size; that is to be expected. Some students may have had two or more high scoring gifts and they can choose which group to join.

Character Study:

Tell the students that you are going to give them a handout that will lead them through a study of the biblical character that was given as an example for their gift in the Lead In. For example, the group with the primary giftedness of encouragement will do a character study on David and the group with the primary giftedness of giving will do a character study on Mary, Joanna, and Susanna. Hand out copies of page A41 and pens and give the students approximately twenty minutes to complete the study.

Presentations:

When the students are done or they run out of time, give them two minutes each to present the following: a) their picture, b) their mini biography of the character, c) their answers to # 4 and #5.

A fun way to get other students listening is this: before each group presents, have the other students put their hands up in the air. Tell them to lower their hands when they hear something that they didn't already know about the character. This is an interactive way for students to listen. You could even give a prize for the best drawing or presentation.

Conclusion:

Tell the students that next week they will focus on doing as opposed to studying and conclude the lesson.