

ACTS 1:8 | Session 7: “You Are Gifted”

Getting Started

Learning Goal: Students will identify types of spiritual gifts, explore what some of their own might be, and reflect upon how those gifts could be used for the glory of God.

What You Need to Know: One of the most important things to learn about using the gifts God has given us is that we need to use them in service—service to Him and to other people. Learning what these specific gifts are, and learning what we can all do, is an important part of working for God.

Key/Memory Verses: 2 Corinthians 9:5-6

Supporting Verses:

- Matthew 25:31-40
- Luke 20:20-26
- Romans 12:3-8
- 1 Corinthians 12:4-11

INTERNET RESOURCES

Acts 1:8 Challenge – www.ActsOne8.com

International Mission Board – www.imb.org

North American Mission Board – www.namb.net

Southern Baptist Convention – www.sbc.net

Supply List

- Bibles (one per student)
- Chalkboard, dry-erase board, or large paper tablet
- Scrambled-words poster from the first session
- Memory verse (2 Cor. 9:5-6) on board, cel, or slide presentation
- Your copy of Learner Worksheet 6-B (for review)
- Scissors
- Wrapping paper/tissue paper
- Paper
- Markers/pens/pencils
- Assorted coins (a penny, dime, nickel, quarter, a half dollar or dollar coin if you can swing it), a couple of bills (\$1, \$2—yes, they exist—and maybe a \$5). A few foreign coins could be useful as well; the important point is that the coins have human faces on them.
- Copies of Learner Worksheets 7-A and 7-B for all students
- For alternate challenge activity: A small notebook for each student to be used as a journal

Prepare Ahead

- ▶ Gather assorted coins and currency.
- ▶ Familiarize yourself with the spiritual gifts listed in this lesson’s verses.
- ▶ Practice making the small bulb in “What Are Your Gifts?”

Leader Background Study

You get what you give. What goes around comes around. You've probably heard similar ideas before, and other cultures throughout the world have also expressed the idea. For example, "karma" carries an idea of rewards for good behavior and penalties for bad behavior, while the Golden Rule is used even among the un-churched as a guide for how to treat people based on what they want themselves. But what are we called to give? The answer is far more than anything we could possibly imagine we have, and yet nothing more than we can give (with the help of our heavenly Father).

We are given everything, and therefore much will be required of us. Pray for God's guidance and grace as you prepare to talk about giving this week. Read through Matthew 25:31-40; Luke 20:20-26; Romans 12:3-8; 1 Corinthians 12:4-11; and 2 Corinthians 9:5-6 (memory verse).

Carefully study the Luke 20 passage. Note that the "they" in this passage refers to the scribes and the chief priests, and that they were trying to get Jesus into trouble. If He had said it was lawful to pay taxes to Caesar, the Jewish people He was frequently preaching to would become angry and stop following Him (they were asking Jesus about God's Law, as in the Torah, not Roman law—and a people of the true God paying taxes to

pagan gentiles was a cause for great disquiet among the people). But the religious leaders thought it more likely that Jesus would side with His people, and say that it was not lawful to pay taxes to Caesar. If He did that, they could report Him to the Roman authorities and have Him thrown into prison. Instead, what did Jesus do? (He showed them a coin; He told them to give to Caesar what is Caesar's, and to God what is God's.) Rehearse this passage so that you can explain it thoroughly to the students as part of the Connect activity.

Review the student questions and answers, and if there are concepts you need to study further, consult a commentary. Make sure you are able to provide a description of each spiritual gift listed in 1 Corinthians 12 and Romans 12. A good study Bible can be extremely helpful when preparing. When you wish to compare several translations of a passage, www.BibleGateway.com is an excellent Internet resource.

Familiarize yourself with Learner Worksheets 7-A and 7-B and review 6-B. If you choose to have your students begin the projects in class, make sure you have the necessary supplies.

Pray for each student by name. Ask the Holy Spirit to reveal each student's spiritual gift(s) to him or her.

Connect: "Show Me the Money" (15 minutes)

Distribute paper and markers/pens at the tables before the session.

After greeting students, **review** last week's Scripture memorization (Luke 10:2) by having students recite it together. **Point out** "give" on the poster board and **ask** how it relates to missions.

Invite the students to think about some of the things they noticed in their work on Learner Worksheet 6-B. What sorts of things did they spend their time on? Their money? Any of their particular talents?

Pull out the assorted change and bills. **Hold one up, name it,** and **ask** your students whose face is on it. **Proceed** through everything you've brought (you can even ask students for people whose faces appear on other forms of currency, i.e. Benjamin Franklin on \$100 bills). After this, **ask** for a volunteer to read Luke 20:20-26.

Provide background on the passage (see Leader Background Study). **Explain** that while Jesus' answer was meant to deter the men sent by the religious leaders, it doesn't make what He said any less significant. The gifts we receive from God are meant to be used for Him. Now it is time to look at different types of spiritual gifts that He gives.

C oach: “Gifts for God” (30 minutes)

Divide the students into groups of three to four students each. **Direct** the students to have at least one person in each group look up 1 Corinthians 12:4-11 and read it aloud to the group.

Instruct all of the groups to write down all the spiritual gifts listed in these verses, as well as an example or two of how someone might use each of the listed gifts. **Offer** to help groups understand any gifts they have trouble understanding. Give the students six to eight minutes to do this, unless it looks like they will need more time. After they have completed the task, **call** on each group to name one of the listed gifts, and as gifts are named **write** them on the board and underline them. After every group has named a gift, **ask** everyone to name ways in which each gift can be used in ministry. **Write** a response or two under each word.

C hallenge: “What Are Your Gifts?” (15 minutes)

Sometimes, the way we use our gifts doesn't have to be something earth-shattering (though it may be quite significant for the person who benefits). **Ask** for a volunteer to read Matthew 25:31-40.

Emphasize that the most important part of giving is that we give of ourselves to those in need, to one another, and to God.

Have the students discuss in their groups what some of their special gifts or talents might be (they do not have to be in “church” terms, any good thing is from God, after all). This might be very difficult for some students, especially those who are insecure. You may **use** this activity for the Journaling portion. Or, if possible, **have** other leaders work with students to help them identify their gifts or abilities. If you have positive, encouraging, affirming students, **urge** them to help identify one another's gifts and talents. **Hearing** peers recognize and identify one's gifts and abilities can prove to be a very big confidence boost.

Give groups several minutes to discuss, then have each student tear a piece of paper into fourths. They should write one of their gifts on each of the pieces of paper, then crinkle them up (enough that they can fit into a small space, but not so much that they cannot be unfolded and legible later). **Have** each student take a piece of tissue paper or wrapping paper and put the crinkled “gifts” into the center (see the “X” on figure 1). Then they should pull the edges up towards the center—almost like a closed flower—around the crinkled bits (see figure 1 and figure 2). Finally, they should tie off the top with string or ribbon (figure 3), forming a small bulb.



Instruct your students to carry the gift bag with them throughout the week or to leave it in a place where they will see it every day. **Remind** them that these gifts, and more, are things that they can use for the glory of God.



Alternate Activity (Older Students): “Spiritual Inventory”

If your church library has a book on spiritual gifts that includes an inventory, **share** the inventory with students and **allow** them to explore what their own particular gifts might be. **Review** the inventory in advance and **consider** how your students will respond to it. If necessary, **plan** to spend less time in other areas to allow adequate time for this activity.

Journaling Option



Ask students to write down what their spiritual gifts are and how they can be used for God. Can they recall a time when God used their spiritual gift to reach out to someone?

Hand out Learner Worksheets 7-A and 7-B, **review** the directions, and **pray** with your students. After asking for volunteers to help clean up (if necessary), dismiss everyone else.

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The State of Things: A Newspaper Scavenger Hunt

For this exercise you will need a newspaper, scissors, a pencil, and a paper clip. For each box below, look for one newspaper article that fits the description. When you find the article, cut it out, write the number of the box with which it corresponds in the top right corner, and place it in a pile. When you have found all nine articles, put them in numerical order and paperclip them to this worksheet. All articles should contain at least one reference to your state/province or something that would be of great interest to people who live there. For example, if you live in Illinois, a story about the Chicago Bulls would be a good choice for box number 1. See how many stories you can find. In the chart below, circle the number of each article that you find.

Find an article about a professional sports team, athlete, or other entertainer. 1	Find an article about a college sports team. 2	Find an article about a business based in your state/province. 3
Find an article that mentions your state/province government leader. 4	Find an article about state/province taxes. 5	Find an article that mentions another state/province government leader. 6
Find an article about a tourist spot in your state/province. 7	Find an article about your state/province's school system. 8	Find an article about state/province transportation. 9