

God Uses What I Give Him

Bible Lesson: John 6:1-14

PREPARATION

Objective

Students will realize their role and responsibility in the Great Commission.

Outcomes

1. Students will expand their concept of possessions to include things, money, time, talents, and abilities.
2. Students will understand that God can multiply the possessions we give to him for his purpose of making his name known and worshiped.
3. Students will begin to identify possessions God has given them and consider ways to use these possessions to make God's name known.

Memory Verse

Ephesians 2:10 "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

Directions

1. Review verses for the "Bible Drill Challenge." Consider how you will relate each to today's theme.
2. Review the "Key Word Wheel" poster. Integrate these words as you notice them in any and all sections of today's lesson. Suggested: "People," "Possessions," and "Partnership."
3. Read the Bible Story references. Pray that God will guide you as you teach and apply this lesson to your unique group of students.
4. Write Romans 12:4-6a on a large piece of paper with a marker: "Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us." Use scissors to cut the paper into six large puzzle pieces.
5. Hide five puzzle pieces in an area near your room. Choose an area away from other services or meetings with any dangerous obstacles removed.
6. Prepare a short (two-minute) personal example of how you use your time, money, talents, or abilities to partner with God in advancing name. Another option is to invite a helper to do this. Give them plenty of notice so they can prepare.



PREPARATION: 15 min.

TEACHING: 38 min.

Materials

- Bibles
- "Key Word Wheel" poster (Introduction p. 6)
- "Key Word Cards" (Introduction pp. 7-8)
- marker
- scissors
- clear tape (optional)

TEACHING (CORE)

PRE-LESSON ACTIVITY: THE BODY OF CHRIST

Directions

1. Warmly welcome students to your time of learning more about God's purposes on earth.
2. Instruct students to divide into teams of five. Tell each team they must travel to the search area you designate, retrieve one puzzle piece (or more, if you have a smaller class), and return to your teaching area. Show them the sixth puzzle piece so they know what they are looking for.
3. Give further instructions to each group. *"Each team has five students. One can see and the rest are blind. The four blind team members must close their eyes when the activity begins. The student who can see cannot walk. Your four blind team members must carry him or her, while he or she gives instructions on how to move toward the activity area and find the puzzle pieces. Once your team locates a puzzle piece, all of you can open your eyes and walk back to the teaching area."*
4. Students may ask, "What if we open our eyes." Tell students that they should try not to peek. It takes away the fun of the lesson later. Besides, you believe your students can follow this one simple instruction.
5. Direct students to begin. Once they have figured out how to carry the team member who cannot walk, direct the other four to close their eyes. Enjoy watching as teams struggle to work together to carry the seeing student. Oversee students and watch for any safety issues that might develop. Mostly students will be concentrating or laughing ... a lot.
6. After cards are retrieved and students are seated in the teaching area again, discuss the activity. Ask, "What did it feel like to be blind?" Allow responses. "What was it like to be the one who could see?" Allow responses.
7. Say, *"This activity helps us understand a little bit about how the body of Christ works. Let's assemble the puzzle pieces you found to find out more about this important body."* Have a member from each team bring up their puzzle piece. Assemble them on the floor or tape them to a board. Read or have a student read the passage from Romans 12:4-6a: *"Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us."*
8. Explain, *"The body of Christ is the group of people all around the world who follow Jesus as their Savior. The members of your team didn't all do the same thing, but you worked together to accomplish a common goal. Although people in the body of Christ have different gifts, they have a common goal: to worship Christ and make him known to the world. We need to share our gifts to help the body of Christ do what it was called to do."*

Materials

- Bibles
- five hidden puzzle pieces
- sixth sample puzzle piece
- clear tape (optional)

BIBLE DRILL CHALLENGE

Ephesians 2:10 “For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

Directions

1. Give each student a Bible. Invite students to participate in a Bible drill. Say, *“Since the Bible has such an important purpose, we want to get more acquainted with the Bible itself. Today, and over the next several weeks, we will practice finding verses and stories in the Bible that help us understand God’s purpose.”* (optional: *“We will also be practicing to challenge our parents to a ‘Bible Drill Challenge’ on the last week of our quarter.”*)
2. Instruct students to hold their Bibles in a ready position, Bibles closed and over their heads. Invite students to work in pairs if they are less familiar with their Bibles. Let students warm up for a speed competition by first looking for each item below, one at a time. As you name the item, adding theme-related questions or comments, students will lower their Bibles and quickly try to find what you have named. Say, “Ready, begin” after introducing each item.
 - Genesis 1:27 – *“In whose image are people created?”* (God’s)
 - Acts 16:31 – *“Who can believe on Jesus and be saved?”* (all people; these become part of the Body of Christ)
 - Genesis 12:3 – *“Why did God bless Abraham?”* (so he would bless the nations)
 - Psalm 67:1-2 – *“Why does God bless us?”* (review verse from Lesson 3)
 - Malachi 11:1a – *“What is God’s purpose for all people?”* (review verse from Lesson 1)
 - 1 John 4:9 – *“How did Jesus show us God’s love?”* (review verse from Lesson 5)
 - Ephesians 2:10 – *“This verse tells why God created us.”*
3. Read this Bible verse aloud. Discuss it together. Explain that each person is created by God with gifts and abilities that are unique.
4. Ask, *“What is God’s purpose?”* (to make his name known to all nations) Say, *“For those of us who follow Christ, these unique gifts and abilities are given for a purpose. Just as God used Abraham, William Tyndale, St. Patrick, and Cameron Townsend, God planned in advance for you to be part of making his name known and worshiped by all nations.”*

BIBLE LESSON: FIVE LOAVES AND TWO FISH

Directions

1. Remind your students that all the stories of the Bible help us understand God’s one main story and purpose. Ask, *“What is that one story?”* Listen for several student responses. Summarize by saying, *“God’s purpose is to make his name known so people from every nation will worship him.”*
2. Read John 6:1-14 together with your students. Invite several students to

Materials

- Bibles

Materials

- Bible
- “Key Word Wheel” poster (Introduction p. 6)
- “Key Word Cards” (Introduction pp. 7-8)

read two verses each. Then say, *“Let’s see how this story reflects God’s purpose.”*

3. Ask, *“What was Jesus doing at the beginning of this story?”* (teaching the crowd and healing)
4. Ask, *“What was the problem in this story?”* (It grew to be late in the day and the people were tired and hungry, but there was not enough food.)
5. Point to the word “people” on the “Key Word Wheel” and ask, *“Which people did Jesus choose to help meet this need?”* (a boy, disciples, Andrew, Philip)
6. Point to the word “possessions” on the “Key Word Wheel” and ask, *“What possessions did the boy share with Jesus?”* (fish and bread)
7. Point to the word “power” on the “Key Word Wheel” and ask, *“How did Jesus use these possessions to demonstrate God’s power?”* (Jesus prayed over the food and praised God; he multiplied the food to feed more than 5,000 hungry people with food left over.)
8. Point to the hub on the “Key Word Wheel” and ask, *“In what ways does this story reflect God’s purpose of making himself known?”* (people who saw the miracle believed that Jesus was a prophet sent from God, disciples learned to trust Jesus, boy learned that Jesus was no ordinary man)
9. Point to the word “partnership” on the “Key Word Wheel” and ask, *“What do you think Jesus’ disciples learned about partnership with God through this experience?”* (nothing is impossible with God’s help; they can help people but must be dependent on God to provide; it takes faith to follow Jesus; a little can multiply to be a lot)
10. *“What did the boy learn about giving his possessions to Jesus?”* (God can use even little things to advance his purpose.)
11. *“Today, God still partners with believers when we are willing to share what he has given to us. He takes whatever we have and uses it to make his name known.”* At this point, be prepared to share (or have a helper share) a personal example of how God has gifted you. Give examples of how you spend your money, time, or use your talents and abilities to partner with God.

IN CLOSING: WHAT CAN KIDS DO?

Directions

1. Say, *“Possessions can be things, money, time, or talents and abilities. What is your ‘bread and fish’? What do you have that you can share? How does God want to use your possessions to help others come to Christ?”* Invite students to reflect on these questions quietly for a few minutes.
2. Then give students a chance to respond. If your group is small, give every student a chance to share. Pray for each student.
3. If you have a large group, let students share ideas in partners or small groups. Let students pray for each other.



PRAYER ACTIVITY: TOO BIG TO CARRY

Before the Activity Directions

1. Make one copy of the “Children at Risk Statistics” for every six students you anticipate. To update the 2005 “Children at Risk Statistics,” visit the VIVA Network web site (www.viva.org) and print out a current list of facts about children at risk.
2. Set up the DVD player.

Directions

1. Warmly welcome students to your class to learn more about God’s purpose.
2. Place the blanket on the floor. Arrange students standing around the edges of the blanket. Invite students to each grip an edge of the blanket with two hands and hold it up. Note that it is very easy to carry.
3. Read a fact from the “Children at Risk Statistics” sheet. After reading one fact, direct students to drop the blanket. Have one student climb into the center of the blanket. Instruct the remaining students to lift the blanket again. Ask, “*Is it too heavy?*” Allow responses. Then ask students to lower the blanket back down on the ground.
4. Read another fact. Add a second student to the center of the blanket. Instruct the remaining students to lift the blanket again. Ask, “*Is it too heavy yet?*” Allow responses. Then ask students to lower the blanket back down on the ground.
5. Continue reading in this manner, adding students to the center, and removing them from the position of holding an edge, until the load of students on the blanket is too heavy for the remaining “holders” to carry.
6. Invite students to move off the blanket and sit down with the “holders.” Discuss the activity. Say, “*This activity helps us to feel how big the problems are that face children around the world. Many of the children who face these problems live in the 10/40 Window. They face these problems without knowing that Jesus loves them and cares about their lives.*”
7. Introduce the “J.R.’s Story” video clip by saying, “*Here is a true story about an eleven-year-old boy who lives in the Philippines. He works on the streets to earn money to buy food for him and the very poor woman who took him in after his mother abandoned him.*” Watch the video clip. (Approximately 8 min.)
8. Afterwards say, “*There are many children around the world whose life situations seem hopeless. The problems are so big, and so many, that for those of us who care about kids, the problems can seem too big to carry. What can we do? Is there any hope for problems that are this big?*” Pause for a moment of reflection. Let students offer their ideas.
9. Divide the students into groups of six. Pass out a copy of “Children at Risk Statistics” to each group. Direct the groups to pray, using specific facts from the sheet to guide their prayers.



PREPARATION: 10 min.

TEACHING: 20 min.

Materials

- a strong blanket
- “Children at Risk Statistics” (p. 6)
- “J.R.’s Story” video clip (VF)
- TV/DVD player

Children at Risk Statistics

Here is a summary in statistics of the situation of children at risk around the world:

- More than half a billion children are struggling to survive on under \$1 per day (Poverty Reduction Begins with Children, UNICEF, 2000). Families cannot meet basic needs of food, shelter, and clothing.
- 250,000 children and young people are infected with HIV/AIDS every month (State of the World's Children, UNICEF, 2000). Passed on from infected parents or relatives, dirty medical instruments like needles, or sexual contact, this incurable disease is wiping out an entire generation.
- It is estimated that 25 million children will have lost one or both parents to AIDS by 2010 (Children on the Brink 2002; USAID, UNICEF, UNAIDS). Unless children are cared for by friends or relatives, they face a future where they must fend for themselves on the streets.
- 130 million children lack access to education (State of the World's Children, UNICEF, 1999). In many cultures, girls are trained to become wives and mothers and do not get a chance to go to school. In other cases, children must work to help provide money for the family and cannot attend school.
- 246 million children are child laborers (Facts on Child Labour, International Labour Organization, 2003). Families in debt often loan their children to bosses until they can repay what they owe. Many children work 10-14 hours a day. Some work in dirty or dangerous conditions. Their pay is so low that they can never pay back what their families owe. In many ways, these children are like slaves.
- If you counted one street child every second, it would take three and one-half years to count them all (Viva Network, 2005). Orphans, children abandoned by parents, and runaways who are trying to escape a terrible home life must survive on their own. This includes finding their own food and shelter and dealing with dangers like drug dealers.
- 300,000 young people under 18 are exploited as child soldiers (UN Office of the Special Representative for Children and Armed Conflict, 2003). Kidnapped from their homes or schools, these children are forced to carry weapons, kill the enemies of their captors, and see repeated acts of violence. They may never see their families again.
- Imagine dying from the measles or pneumonia. 30,000 children die each day from diseases that can be prevented or cured (www.worldhungeryear.org). Many children do not receive shots to keep them from getting diseases or healthy food that helps their bodies stay strong. Once they get sick, many children do not have doctors or medicine to help them recover.

Statistics from Viva Network, August 22, 2005, www.viva.org.