

1

EveryBODY's Got Something to Offer!

1 CORINTHIANS 12:4-31



GOAL

Responding to the 1 Corinthians 12 passage, children identify gifts that they and others bring to community.

- A** Art
- AM** Active/Movement
- C** Conversation
- D** Drama
- F** Food
- G** Game
- M** Music
- NS** Nature/Science
- QC** Quiet/Contemplative
- S** Service
- T** Technology
- X** Extra Prep

Note: [bit.ly](#) addresses are case-sensitive.



PRAYER

Loving God, help me to see the unique gifts of each of these children. May we deepen our understanding of your call to live in community. Amen.

THIS SESSION

The focus of this session is the diversity of community. Communities are made of different people; those of different ages, genders, races, and life experiences. This is a beautiful part of community. Using the words of Paul from 1 Corinthians, the children will see that they bring unique and important gifts to the communities that they are a part of, and that all gifts and all people are needed.

THE BIBLE STORY

This story is Paul's familiar metaphor of comparing the body of Christ, the church, to the parts of the human body. By reminding his readers that the eye needs the hand and the head needs the feet, Paul reinforces that people are gifted in different ways. The issues in the church at Corinth may have had more to do with things like prophecy and speaking in tongues, but these words still speak to contemporary readers, and the concrete nature of this metaphor is useful for children.

CONNECTIONS WITH CHILDREN

Children of this age often have no trouble identifying things that they are good at. This session asks them to consider their own spiritual gifts as well as name the gifts that they see in one another. In addition, they will be asked to consider the way different gifts, talents, and perspectives enhance communities that they are a part of for the betterment of all.

SESSION PREPARATION

- "EVERYBODY Name Tags" (p. 8): Make name tags with different body parts on each: hand, mouth, eye, ear, leg, foot, and so forth. You may choose other body parts as well and add pictures if you like. For larger groups, more than one child may have the same body part.
- "Singing Together" (p. 8): Obtain hymnals with the song "O Look and Wonder" or write the lyrics of the song on newsprint from Resource Page 1. If using the newsprint with the lyrics of the song, keep it for sessions 2, 3, and 4.


Depending on the options you choose:

- "Corinthian Crunch!" (p. 11): Gather food items needed. Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.



GETTING STARTED

-
- Prepared name tags with body parts
 - Small star or circle stickers, three or more per child

 Be aware of and sensitive to any learning or physical challenges of your children—vision, language, hearing, and/or mobility issues—as you select the body parts to focus on.

-
- Hymnals with the song “O Look and Wonder” or prepared newsprint with lyrics to the song (see Resource Page 1)
 - Internet-connected device (optional)

EVERYBODY NAME TAGS

Greet children as they enter, invite them to select a name tag, and put it in a visible place on their upper body. Encourage the children to mill about the room looking at all of the different tags the others are wearing. Give each child three stickers and tell them to give each of their stickers to the three body parts they think are most important. Have the children place the stickers on their tags. If more than one child has the same body part, give the children extra stickers to put on all people with the same parts that are their top three choices.

SINGING TOGETHER

Use hymnals or display newsprint with the lyrics to the song “O Look and Wonder.” Talk through the words to the song, then listen to the tune. If the whole song seems too ambitious, just sing the refrain, and perhaps the first verse in this session. Repeat it several times, especially the refrain.

To hear the tune, go to bit.ly/FMOLookTune (0:21). To sing along in Spanish (words not provided on the video), show the YouTube video “*Miren que Bueno* (O Look and Wonder)” (bit.ly/FMMiren, 1:52). Try to sing the refrain in English and Spanish.



If using the newsprint with the lyrics, keep it for sessions 2, 3, and 4.



INTRODUCING THE PRACTICE

For each group:

- Shoebox or similar sized box
- Wrapping paper, ribbon, tape, and scissors
- Copy of instructions, cut apart from Resource Page 2




WHO’S THE BEST?

Form groups of at least three children based on body parts, either all the same part or groupings of parts, such as feet and legs, hands and arms, eyes and ears, and so forth, or work together as one group.

Distribute copies of instructions and the supplies. Tell the children to follow the directions exactly as they are written. When they come to you for directions, tell them quietly:

Be sure to wrap the gift with the paper inside-out so that it appears to be wrapped with the back side of the paper instead of the front side.

Keep an eye on the group(s) to be sure that people are following the directions. After a few minutes, ask the children to stop what they are doing and reflect on the task using the following questions:

-  How far were you able to get on this task?
-  What would have made it easier?
-  What might be some ideas for how we could complete this task?
(*Continue in conversation until they come up with a way to complete the task successfully*)

Re-sort, or gather, the children so that each group, or the whole group, is included and all parts are represented. In this new configuration, have the children try again, and congratulate them for their successful completion of the task! Set aside box(es) for “Naming Our Gifts” (p. 10).

FINDING THE PRACTICE IN THE BIBLE

LISTENING TO THE LETTER C


Tell the children they will hear a Bible passage from a letter that Paul, a follower of Jesus, wrote to a church in Corinth long ago. Explain that Paul wrote letters of encouragement and responded to problems he was hearing about in the church. In this letter, Paul wanted the people to hear about the importance of community, and he compared it to a human body.

Invite up to six volunteers to take turns, or alternate between two or three children, reading the following sections of 1 Corinthians 12:4–31: 4–7, 8–11, 12–14, 15–20, 21–26, and 27–31. Ask for two volunteers to be scribes and write down on newsprint the name of every body part they hear. Have the rest of the children quietly *activate* each body part as they hear it read by moving it or pointing to it.

After the reading, compare the list that the scribes came up with to the different name tags being worn. Discuss the following:

- How do you relate to this passage having just done the gift-wrapping project?
- How have your thoughts on which body parts seem to be the most important changed or not changed? What do you think now?

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- Bibles
 - Newsprint
 - Markers

 The *Common English Bible* is a good choice for children, but use what you have available.

FINDING THE PRACTICE ALL AROUND US

Choose one or both options.

CORINTHIAN COMPARISON A C

Comment that the comparison to the body that Paul made for his readers in Corinth was a great image that everyone would be able to understand. Wonder together what comparison they might make to help a community that you are a part of realize the importance of every person having different and important gifts and functions. Invite the children to use the mural paper to create a visual based on an idea that resonates with the group. Have them discuss how they will go about making the visual aid. Then have the children come up with a narrative about their new community comparison. For example:

[*Community*] is like a tree. The trunk does not say, “Because I am not a leaf, I am not a part of the tree.” The roots do not say, “Because I am not the bark, I am not a part of the tree.” Where would the tree be without leaves and branches? What would protect the tree if there were no bark?

-
- Mural paper
 - Markers, crayons, or painting supplies

- Gift box(es) from “Who’s the Best?” (p. 8)
- Markers

NAMING OUR GIFTS

C

Wonder together what might be some of the different communities that the children are a part of: a particular school class, school chorus, softball team, scout troop, church, and so forth. Encourage the children to name some of the different gifts that are needed for those communities to function. Some areas to consider:

- Physical characteristics (fast runner, ability to carry heavy loads)
- Emotional characteristics (even temper, forgiving)
- Intellectual characteristics (quick at math, remembers facts)
- Personality characteristics (outgoing, good listener)

Invite them to imagine how the communities would work if all were gifted in the same way. For example, consider a softball team that was full of people who could throw but were not fast.

Provide the gift box(es) and have the children use markers to write or draw some of the characteristics that the group has named that would be needed in different communities. Ask the children to be sure to include at least one gift that they have on their box(es). Affirm their importance to the community.

Set aside gift box(es) for “Giving Thanks” (p. 11).



PRACTICING THE PRACTICE

Choose one or both options.

- Newsprint or construction paper
- Markers

CRAFTING A SUPER SLOGAN

C A

Tell the children that what they have identified so far is that communities are made up of different people with different gifts. Suggest that, as we gather as a community of people with important gifts to share, we are called to extend the invitation to live in community with others. All are important, all are needed, all are invited!

Talk with the children about different advertising slogans, and encourage them to share ones that they know. Some examples may be: Nike—“Just Do It,” Visa—“It’s everywhere you want to be,” or a locally known motto or slogan. Taking inspiration from familiar slogans as well as Scripture, invite the children to brainstorm some ideas for a slogan for the church that is inviting and welcoming of all, and then create a poster illustrating it.

Some questions to guide the brainstorming:

- ✦ What words and images could we use to make everybody feel welcome?
- ✦ How can we be sure people know that God is important to us when they read our slogan?
- ✦ Where might people see or hear our slogan? How should we make sure people know about us?
- ✦ Just like with commercials or products, not everything will appeal to everybody. What type of person would your slogan appeal to? Who are we forgetting about when we try to write a slogan?



If your church has a tagline, logo, or short mission statement, share some of the background of its meaning with the children. Instead of a slogan for the church, work on a slogan or tagline for your group. How would the children want to let people know about the community gathered to learn about God in your space?

CORINTHIAN CRUNCH!



Have the children wash their hands. Tell the children that they will make a tasty snack to help remind them of Paul's words about the importance of all of our gifts. Explain that, just as a variety of gifts make communities wonderfully diverse, so a variety of flavors and textures makes a snack delicious! Make note of the different properties that each food brings to the mix—sweetness, saltiness, crunchiness, protein, and so forth—as the children create their “Corinthian Crunch” trail mix.

Portion the mix into small cups for the children to enjoy and into ziplock bags so the children may share their mix with family or friends. Have them attach a tag from Resource Page 3 to each bag. Encourage the children to share both the trail mix and the passage discussed in this session.



Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.



FOLLOWING JESUS

GIVING THANKS

Gather in a central location in your meeting space, bringing the decorated boxes with you. Invite the children to offer their gifts to God, naming what is written on their boxes, in a time of group prayer.

Pray this prayer or one of your own, inviting the children to take turns speaking the gifts written or drawn on the box(es):

God who gifts us all, we thank you for the different skills, talents, personalities, and ideas that we each bring to our group. You have gifted us all in unique ways, and we are thankful for that. We are especially thankful for these gifts: *(have children take turns reading gifts printed or drawn on the box[es]).*

May we go out into our community from here, not just using our gifts for the good of all, but noticing and celebrating the gifts of people all around us. Help us to feel your presence until we are gathered together again. Amen.

- Large mixing bowl and spoon
- Variety of ingredients to create trail mix: dry cereal, dried fruit, nuts, pretzels, candy-coated chocolates, and so forth
- Small paper cups
- Ziplock bags
- Tape
- Copies of Resource Page 3

- Gift box(es) from “Naming Our Gifts” (p. 10)

A decorative graphic featuring a musical staff with a treble clef and a single note. The staff is drawn with thin black lines and is surrounded by four circular icons, each containing a different musical symbol: a treble clef, a quarter note, a half note, and a bass clef. The title "O Look and Wonder" is centered above the staff, with the Spanish translation "¡Miren qué bueno!" below it.

O Look and Wonder (¡Miren qué bueno!)¹

Refrain:

O look and wonder: how good it is!
¡Miren qué bueno, qué bueno es!

Verse 1:

How good it is when brothers dwell in peace with one another;
it is like precious oil when running fresh on Aaron's beard.

*Miren qué bueno es cuando los hermanos están juntos,
es como aceite bueno derramado sobre Aarón.*

Verse 2:

How good it is when sisters dwell in peace with one another,
fresh like the morning dew that falls on Zion's holy hill.

*Miren qué bueno es cuando las hermanas están juntas,
se parece al rocío sobre los montes de Sión.*

Verse 3:

How good it is when all earth's people dwell in peace together:
that is where God will pour the blessing, life forever more.

*Miren qué bueno es cuando nos reunimos todos juntos,
porque el Señor ahí manda vida eterna y bendición.*

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Wrap a Present

Instructions: Using only the body part that is on your name tag, do your best to complete this activity. You **MUST** read all of the instructions before you begin. Discuss with your group who will do what. Divide the tasks so that everyone has something that they will do.

- No matter what body part they are, have one person get your supplies.
- Once you have your supplies, no matter what body part they are, have one person go to the leader and ask for directions.
- Do not do anything more until you receive directions!
- Wrap your gift according to the directions given by your leader.

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Corinthian Crunch Trail Mix

Created by _____

Just as each ingredient in this mix makes it more delicious, each person in our community brings gifts that make our community better. We are thankful for each special gift and each unique person in our community!

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