



A Workshop Rotation Model Lesson Plan from *rfour.org*

The Body of Christ | 1 Corinthians 12:12-18, 27

Season 2.Session 10: Arts & Crafts, Movement & Games, Science

OVERVIEW SECTION

How to Read This Lesson Plan

The **Overview Section** is the foundation of this lesson plan. The questions and activities for the class that you will be teaching on Sunday morning have been based (sometimes loosely) upon what you read in this section. The **Overview Section** is composed of five components (each component is underlined in the lesson plan):

- How to Read This Lesson Plan** (defines all components of the lesson plan)
- Purpose of Sunday Morning Spiritual Formation** (a reminder of why we do this)
- Scripture(s) for the Session** (a reminder that the scripture is to be read in every class)
- Key Verses & Theology** (background for teachers to ponder)
- Themes to Focus on from the Scripture** (the ideas that the session's lessons are based on)

The actual lesson is found in the second section, **The Sunday Morning Experience Section**. Think of this section as the step-by-step instruction guide to your Sunday morning teaching experience. There are four components to this section (again, each component is underlined in the actual lesson plan):

- Preparation** (including supplies needed)
- Classroom Statement** (a brief explanation of what will be taught/happening in the classroom)
- Step-by-step process of the lesson** (including the scripture to be read)
- Suggested variations for age groups** (Self-explanatory but not always applicable)

We encourage you to read the rest of this **Overview Section** before reading the **Sunday Morning Experience Section**.

Purpose of Sunday Morning Spiritual Formation

The purpose of Sunday Morning Spiritual Formation is, with God's help and in community, to hear and interact with the stories of our faith tradition, to pray, worship and play together, and to equip and support the building of relationships with God and with each other.

Scripture(s) for the Session: 1 Corinthians 12:12-18; 27

Please READ this aloud in every class you teach. The actual words to the scripture can be found in **The Sunday Morning Experience Section: Step-by-Step process of the lesson**. When

reading to the class, please read it from the lesson plan (not an actual Bible) as the wording of the scripture has been modified to help clarify some language issues.

Key Verses & Theology: These are provided to help the teachers think about and build a framework for understanding the story to help in answering some of the questions that the students might raise in class.

13 For in the one Spirit we were all baptized into one body—Jews or Greeks, slaves or free—and we were all made to drink of one Spirit. The meaning of the word “baptized” in this sentence means “chose.” Paul is telling the congregation of Corinth that they chose to be part of the Body of Christ. And along with that choice comes the joy and responsibility of surrendering to and carrying out the will of the Holy Spirit. When we make that choice to be part of the Body of Christ, then our differences are no longer points of separation. Instead, our diversity becomes our strength in the form of many and various talents working together. The usage of “body” as metaphor here is ingenious. For instance, a nose and a big toe have absolutely nothing in common with each other. But if they both choose to belong to something larger than themselves, like the same body, then together in their diversity, they make the body more versatile. It is important to note, though, that once they choose to be part of the same body, then they must listen to the mind/brain. They must function as parts of the body, and not as independent entities. To act independently while still being part of the body would mess everything up.

18 But as it is, God arranged the parts in the body, each one of them, as he chose.

The phrase, “The left hand doesn’t know what the right hand is doing” is a phrase that is often used in institutions, a place where the many-headed bureaucracy beast likes to reside. Just imagine what would happen if our bodies actually functioned like institutions and our left hand repeatedly canceled out the action of our right hand while our legs were constantly trying to outdo our arms in order to show their superior worth. It would feel like our body was being pulled in a million different directions and we would never be able to accomplish a single thing. This is why, in order to be part of the Body of Christ, we must choose to actually be part of the Body of Christ. We do this by surrendering on a daily (hourly!) basis to God’s will. We seek God’s guidance and allow God to be the one who arranges and commands our movements, decisions and words. Because if we do not surrender to God, but still act like a member of the Body of Christ, then all that we are creating is a many-headed bureaucracy beast that moves in a million counteracting directions.

16 And if the ear would say, “Because I am not an eye, I do not belong to the body,” that would not make it any less a part of the body. Not only do we let go of our independent decision-making when we choose to be part of the Body of Christ, but we also have to let go of the internal voices that tell us we’re not good enough and don’t belong. Strangely enough, even though these voices are more obviously damaging than the internal voices of independence, they are also more difficult to dismiss or ignore. The voices of not-belonging will tell us that we can’t do something as well as what someone else is doing and therefore we shouldn’t participate at all. But that’s not true. Just because an ear doesn’t receive sensory information like an eye does, it still receives and interprets sensory information. And, what we’ll discover, as we share what we have to offer, is that what we do have to offer is what helps us to belong. For example, the better an ear listens, the better it serves the body, and in so doing, the ear also better understands its belonging.

Themes to Focus on from the Scripture: Themes are provided to help teachers understand the teaching of the *session* (not necessarily the class). Sometimes an activity in one class may not match up with any of the themes.

Body of Christ – The Body of Christ is how God interacts with the world. During Jesus’ ministry, God’s will and desire for the world shone through Jesus. The Body of Christ is how Jesus’ ministry and the light of God continues to shine. It is how God continues to shine God’s light into the world. And like cells or parts of a body, each of us can contribute to and participate in God’s will for the world. But in order to be part of the Body of Christ, we must first stop functioning as our own separate bodies.

Surrender – To be part of the Body of Christ is to join something that is larger than us. And in order to do that, we have to let go of our independence. We have to let go of thinking that we know best, that we are the authorities, that we know how to make things better. Being part of the Body of Christ is to trust and seek God in our decision making. Being part of the Body of Christ means we surrender our previous priorities and instead accept the priorities that God sets for us. The first one being, to seek God first, always. We see this in the Jesus story, as Jesus seeks God first instead of survival, and therefore allows himself to be arrested and crucified. This was not good for Jesus individually, but it did allow for the creation of the Body of Christ aka the start of the Church.

Purpose – Sometimes you might wonder, “What’s the point?” Or “Why am I here?” Or, “What’s this all for, anyways?” These questions arise when we seek to create our own meaning of life or when we let others define the meaning of our life. When we surrender to God and join the Body of Christ, not only are we surrendering our independence, we are also surrendering these questions of pointlessness and their answers. This does not mean that we stop asking questions – but the focus of the questions shift. Instead of trying to figure out what it all means or if certain things exist or don’t exist, we’re instead focused on how God is calling us to live out God’s purpose for us and for the world. We ask questions of “How?” “When?” and “What’s next?” We ask questions that help us to clarify and understand Jesus’ Commission of the disciples: “Go and make disciples in every nation and obey everything that I’ve commanded you.” In the place of “what’s the point” questions, we accept and understand that we belong to God, that we belong with others who know they belong to God, and that together we seek to live out God’s desire for God’s beloved creation and people. Belonging to the Body of Christ means that God’s purpose becomes our purpose.



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THE SUNDAY MORNING EXPERIENCE SECTION

Preparation

- Print out this lesson plan and bring it with you on the Sunday Mornings you are teaching
- Arrive at pre-arranged time to join other teachers, shepherds and staff for an opening prayer.
- Needed materials: 1 or 2 bean bags and an energy ball (I bought two from <http://www.stevespanglerscience.com/product/1406>)

Classroom Statement

This Movement and Games class consists of reading the Body of Christ scripture from 1 Corinthians 12 and then playing three games. The first game “Say it and Do it” seeks to demonstrate how a body doesn’t function very well when our actions and words do not match up. The second game is a two-part experience that seeks to demonstrate the importance of coordination and showcases why the Body of Christ might suffer from a lack of coordination. Finally, if there’s time, the tag game “Blob Tag” offers a playful (and somewhat inaccurate) portrayal of how the Body of Christ becomes more “powerful” as more people “choose” to be part of it.

Step-by-Step Process of Lesson

Shepherd comes in with students

SHEPHERD ASKS “Question of the Day.”

INTRODUCE yourself

Hi, my name is ____ and I want you call me (tell the students how they may address you).

PRAY Short and simple is perfect. For example:

God, thank you for this day and for each other. We need your help. Help us to learn about you this day. Amen.

TELL

- Mostly what we talk about in class on Sunday mornings are stories from the Bible.
- But for this session, we’re going to be talking about part of a letter that the apostle Paul (apostle means “sent out”) wrote to a new church in a city called Corinth.

- Paul had helped that church in Corinth get started, and he knew that the people in the church were having some disagreements.
- One of the biggest disagreements they had was about who was in charge and who was more important.
 - In school, sometimes, you might have or hear a similar argument about who is better at kickball and who is better at reading and things like that, right? That's the same type of thing that was happening in the Church in Corinth. They were arguing about who was better
- So Paul wrote a letter to the church in Corinth as a way to help them out.
- We're going to read, now, a very brief part of that letter.
- Listen to what Paul has to say about who is more important.

READ 1 Cor 12:12-18; 27 (NRSV)

12 For just as the body is one and has many parts, and all the parts of the body, though many, are one body, so it is with Christ. **13** For in the one Spirit we were all baptized into one body — Jews or Greeks, slaves or free — and we were all made to drink of one Spirit. **14** Indeed, the body does not consist of one part but of many. **15** If the foot would say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. **16** And if the ear would say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. **17** If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? **18** But as it is, God arranged the parts in the body, each one of them, as he chose **27** [Because] you are the body of Christ, and each one of you is a part of it.

ASK (answers in parentheses)

- So according to what we just heard, what's more important: An ear or an eye? (trick question: Neither!)
- Why isn't one more important than the other? (Because together they are part of the Body [of Christ])
- Who does Paul say arranges the parts in the Body of Christ? (God)
- Who moves the parts, like your arms and legs, of your body? (your brain does)
- So if we are the Body of Christ, who is the brain of the Body of Christ? (God is)
- What would be your thoughts if your arms and legs started to move without your brain's permission? (Oh no!)
- Would you be worried at some point, especially if you couldn't regain control of the parts of your body? (Oh yes!)
- When we (adults and children) do not listen to God, then God's experiencing this same thing — God's body isn't doing what God is telling it do!

TELL

So we're going to do some activities now that will help show us some things about how the Body of Christ works.

EXPLAIN "Say it and Do it"

- Everyone needs to be standing up and facing me.

- You'll want some room between each of you, so stand arms-length distance away from each other.
- I'm going to show you four different motions.
- You are to copy my motion and say what direction you are pointing.
- So when I raise my hands over my head like this, you do the same and say, "UP"
- When I point my hands this way (teacher's left), you do the same and say, "RIGHT"
- When I point my hands to the ground, you do the same and say, "DOWN"
- When I point my hands to this way (teacher's right), you do the same and say "LEFT"
- Let's do this a few times just to make sure you've got it down.

DO "Say it and Do it" Round 1

EXPLAIN "Say it and Do it" Round 2

- This time, I want you to still copy my movements, but instead of saying what direction you're pointing, I want you to say the opposite.
- For example, if I move my arms up, then you move your arms up, but you say, "DOWN"
- Ready?

DO "Say it and Do it" Round 2

EXPLAIN "Say it and Do it" Round 3

- For this third round, I want you to say the movements that I do, but do the opposite movements of me.
- For example, if I move up, you are to move down, but say, "UP"
- Or, if I move down, you move up, but say "DOWN."
- Ready?

DO "Say it and Do it" Round 3

TELL

- Now that we've practiced all three rounds, let's do them again, only this time, if you mess up, then you're out.
- If you're out, I'll point at you and then you sit down.
- Once you're out, you can help me look for those who are making mistakes too, but you have to be honest.
- We'll go through the three rounds pretty quickly.

NOTES

- (You can choose to do each round separate, meaning all eliminated players get to come back in, or you can do all the rounds in succession, so that once a student is out, they're out for the duration).
- (Each round shouldn't be much longer than 30 to 45 seconds).

ASK

- What round was the hardest for us?
- So what do you think, is it hard to *think* one thing while *doing* another thing?

TELL

- As the parts of the Body of Christ, if we think about how God might be telling us to do one thing, but then we're too busy doing another thing to listen, what would that do to the Body of Christ? It isn't going to be able to do much or anything very well, will it?
- That's what Paul is trying to tell the church in Corinth: If the parts of the body are busy arguing with each other, then those parts are not listening to the brain (which is God) and nothing works.
- What *does* work is when, like the first round, the body does what the mind is speaking.
- When the parts of the body work together, this is called "coordination."
- The thing with coordination, though, is that if even just one part of the body doesn't do what it is supposed to do, then things won't work very well.
- The next activities will hopefully help us to think some more about coordination.

EXPLAIN the Energy Ball activity

- I need everyone to get into a circle.
- Now I'm going to show you an energy ball.
- If you connect a circuit by touching both sides of the ball (one finger on each side), it lights up and/or buzzes.
- Now, if I touch it on this side, and this volunteer touches it on the other side, the circuit is not complete because the volunteer and I are not touching.
- Once we touch, then the circuit is complete and the energy ball is blinking and buzzing and happy.
- So, let's see if the whole class can complete the circuit.
- (Teacher steps into the middle of the circle at this point)
- Let's all hold hands (if this becomes too much of a distraction, have them hold wrists instead)
- Let's see if we can complete the circuit (hand the energy ball to two people who are in the circle)
- Yes! We did it!
- So now, if just one person let's go of another person (Point at two people to let their hands go), then the circuit is broken, right?
- So even though we're all here, together, just one person can disconnect the circuit.

TELL

- As part of the Body of Christ, when we all pay attention to God, then the Body of Christ shines and beeps and is alive, just like the energy ball.
- But when we get distracted, and get separated, then the Body of Christ, just like the Energy Ball, stops shining and beeping and being so alive.
- So, now, we're going to introduce some of those distractions that might separate us.

EXPLAIN "SPEED CIRCLE"

- OK, now what we need to do is see if we can keep the circuit intact as we move in a circle, like a merry-go-round.

- I'm going to pick a leader of the circle.
- The leader will determine how fast or how slow you go (pick a leader who won't go too fast)
- We're going to run together in a circle like a merry-go-round.
- We're going to go around 3 times.
- You stop when the leader stops.
- Ready. Set. Go!
- (as the teacher, help the leader determine the pace)

DO Speed Circle

ASK

- Ok, did the energy ball stay on the whole time?
- Why?
- If no, what can we do to improve the circuit?
- Think we can go faster and yet keep the energy ball connected the whole time?
- Let's try it!
- This time, go around 3 times and each time around speed up a little bit.
- (as the teacher, help the leader determine the pace)

DO Speed Circle

TELL

- Ok, we're doing pretty well.
- Let's see if we can stay connected even with one more challenge.
- This time, while you are going around in a circle, I'm going to drop a bean bag near your path.
- The leader has to stop at the bean bag.
- While you do all of these things, keep the energy ball connected!
- (when you drop the bean bag, sometimes drop it just in front of the leader so that the leader has a short amount of time to respond, other times drop the bean bag far away from the leader so that the leader has lots of time to respond)

DO Speed Circle with Unscheduled Stops

ASK

- How did we do with keeping the ball connected?
- Was it easier to keep the ball connected when you went slower?
- Was it easier to keep the ball connected when you stopped quickly or slowly?

TELL

- So when we get busy, when we move fast and then stop quickly, that makes it a lot harder for us to stay connected to God.
- And when we're less connected to God, then the Body of Christ (and the energy ball) is much less alive, as we all saw, right?

- As the Body of Christ, we not only have to do what God tells us to do, but we have to keep listening to God and being connected to God in order to know what to do.
- And if we don't do these things, then the Body of Christ isn't as strong as it could be.
- This might seem like a lot of pressure, but I encourage you to think about it like this: You are important to God. By paying attention to God, we are helped, but God is also helped, because we strengthen the Body of Christ.
- If there's time, we have one last game to play that helps to show this idea of being important to God

EXPLAIN BLOB TAG

- (go to a larger room for this if possible)
- Define the boundaries for the game: _____
- The game starts like this: One person is IT.
- That person tries to tag others.
- Once a person is tagged, they hold hands with whoever tagged them and continue to run around and tag people.
- Once another person is tagged, they become part of the Blob too.
- Only the people at the ends of the Blob can tag others.
- Object of the game is to have only the Blob left.

TELL

- The more coordinated the Blob was, the easier it was to catch people, right?
- And the more people that were in the Blob, if it was coordinated, the easier it was, then, to catch people, right?
- This is how the Body of Christ can work as well: The more coordinated the Body of Christ becomes, the better it functions.
- The better it functions, the more attractive it becomes and the more people will want to join it, which, will only make it better, IF everyone practice paying attention to God and therefore being coordinated.

CLEAN UP