



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

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### 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.
- Supplies Needed: Jacks (these are still sold at Walmart – a dollar a set or so – you should have enough sets for every three students you expect in class), bouncy balls if they didn't come with the jacks, sharpened pencils (at least 30), eye patches (make your own, or you can buy pirate patches at Target in the party gifts aisle), print-out chart for jacks activity (one for each student – found at the end of the lesson).

#### **Classroom Statement**

This Science Class consists of reading the 1 Corinthians 12:12-18; 27 scripture passage (Paul's description of the Church as the Body of Christ) and then participating in two science experiments that highlight the concept of coordination. The first experiment seeks to demonstrate how two eyes are better than one (regarding depth-perception) and the second experiment seeks to demonstrate how our dominant hand is more coordinated than our other hand because we use it more. Both experiments are to help show that the Body of Christ is strengthened when we practice seeking God, which makes us better coordinated parts of the Body of Christ.

#### **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)**

- At the very end of what I just read to you, what does Paul say you are part of? (The body of Christ)
- And does the Body of Christ have one part or many parts? (many parts)
- If you think about your body or any human body for a moment, what tells the foot what to do? (the brain)
- And what tells the hand what to do? (the brain)
- And if the hand and foot decided to have a fight, what would stop them? (the brain)
- So Paul in this letter is telling the people of the Church of Corinth that they are to get along because they are part of the Body of Christ. That the hands and feet and elbows and knees of the Body of Christ don't fight with each other. Who do you think is the brain of the Body of Christ? (Jesus or God – either answer is great)
- So if we use what we've just been talking about and then pretend that two members of the Corinth church are having an argument with each other, why might we think that was happening? (one or both of them is not listening to the brain of the Body of Christ)
- Can you think of some activities where different parts of your body have to work together in order to make something happen? (yes)
- What are some activities where different parts of your body have to work together? (sports, walking, bike riding, eating...just about anything other than watching tv)

## TELL

- When different parts of our body successfully work together, we call that “coordination.”
- Coordination between different body parts doesn’t always happen right away.
- For instance, walking takes a lot of balance and coordination. Raise your hand if you could walk the day you were born?!
- (wait for the hands...because *someone* will raise their hand!)
- None of us could walk the day we were born because our body parts and our brain had to practice the coordination and balance needed for walking before we could actually walk.
- What parts of the body do you think need to be coordinated with each other in order to walk well? (feet, ankles, legs, knees, arms, head/neck muscles and eyes)
- That’s a lot of parts working together at the same time, isn’t it?
- The same thing is true for us about riding a bike. Maybe some of us learned faster than others. But that very first time was at least little bit wobbly...and you didn’t dare ride with no-hands like you can now, right?
- All of this means that you had to practice being coordinated before you were actually coordinated.
- The same is true for us when we are part of the Body of Christ.
- And as a part of the Body of Christ, the first thing we have to learn to do is “hear” the brain.
- We’re going to do some experiments today that show how our bodies are dependent on coordination and how some parts of our bodies are more coordinated than others.

## EXPLAIN “Putting them together”

- Ok, everyone take two sharpened pencils and put one pencil in each hand.
- Close one eye and keep it closed. NO PEEKING! (eye patches available for those who can’t close just one eye).
- Now with the pencil points facing each other, try to make the points meet/touch.
- Count how many attempts it takes before you succeed.

## DO “Putting them Together” Activity

### TELL

- Now try it with both eyes open.
- How many attempts does it take before you succeed?
- Your eyes, when working together, create the ability to tell depth. With only one eye working, your hands cannot work as well as when both eyes are working.
- When your eyes and hands work together, that is called “eye-hand coordination.”
- We’re going to now do an activity that will help show you how one hand is better coordinated with your eyes than the other hand is.

## EXPLAIN “Jacks”

- First, we need to get into groups of two or three.
- Now that you are in your groups, I’m going to give each group one bouncy ball, 10 jacks and a chart to fill out to keep track of what you are doing.
- Decide in what order you’ll go (who will go first, second, third, etc)
- The person who will go first will take spread the jacks out on the table in front of him/her.

- For the first round, you'll do "onesies."
- This means you're only going to pick up one jack.
- You'll do this by bouncing the ball and then while the ball is in the air, pick up one of the jacks and then catch the ball before it bounces. You can use both hands for this (**Note:** For the older kids, if they are really, really good, you can challenge them to do all three actions with the same hand!).
- So, to repeat what you will do, you will Bounce, Pick up and Catch.
- If you succeed, you will mark in the dominant hand chart for that round with a "yes."
- If you pick up the wrong amount or fail to catch the ball, then you will mark in the dominant hand chart for that round with a "no."
- Once the first person completed his/her "onesies" found, then the ball is passed to the next person.
- Once everyone in your group has completed their turn, that's the end of round one.
- Then you move on to round two, where you're playing "twosies," which means you'll bounce the ball and while its in the air, you'll pick up TWO jacks and then catch the ball all with the same hand.
- Then mark yes or no on your chart.
- Total, there will be 10 rounds. Which means in the tenth round, you'll be playing "tensies," which means what? (that you're picking up all ten jacks!)
- Any questions?

## **DO Jacks Activity with Dominant Hand**

### **TELL**

- Alright, now that you've played jacks once, and have the idea of how it works, we're going to do it again.
- The only thing is, this time you have to switch hands.
- This means whatever hand you were using to bounce the ball and catch it with, you have to now use to pick up the jacks and whatever hand you were using to pick up the jacks, you now have to use to bounce and catch the ball with.
- After each round, record with a "yes" or a "no" in the "OTHER HAND" part of the chart.

## **DO Jacks Activity with Other Hand**

### **ASK**

- So, if you compare your two charts, which hand were you more coordinated with? In other words, which hand got more yeses?
- Does this surprise you? Why?

### **TELL**

- One of the reasons that one hand is better than the other is because you use one hand more than the other. You write with one hand, you eat, you throw, you even brush your teeth with one hand more than the other.

- And because you prefer this one hand over the other, it is more coordinated with your eyes and with your brain than the other hand is.
- So, if you think about being part of the Body of Christ, one of the things to consider is how coordinated do you want to be with God, the head of the Body of Christ...?
- Do you want to be more like your dominant hand or the other hand?
- If you want to be more like the dominant hand, then you have to practice paying attention to God. You can practice by learning the Bible stories, praying with your parents, and singing the songs and reading the prayer when you're in worship. As you get older, there will be other things to do, but for now, these things are how you can be more coordinated in the Body of Christ.
- And when we're more coordinated with God, then we'll be more coordinated with each other as well. For instance, in our first activity, if both the eyes are coordinated and working well, then the ends of the pencils meet on the first attempt. And that's what Paul is trying to tell the Corinthians. If we understand we're part of the same body and we're seeking to be coordinated with the head of the body, then we'll work together very well.

## **CLEAN UP**

### **Suggested Variations for age groups**

- For the jacks game with the youngest kids, you might want to consider letting them help each other. One kid bounces while the other kid picks up. For the second time through, they'd use the other hand while helping each other.
- Also, if the youngest kids aren't writing yet, you can use a smiley face for "yes" and an X for "No."



## CHART For Jacks Activity

	<b>ROUND ONE (Dominant Hand)</b>	<b>ROUND TWO (Other Hand)</b>
<b>Onsies</b>		
<b>Twosies</b>		
<b>Threesies</b>		
<b>Foursies</b>		
<b>Fivesies</b>		
<b>Sixsies</b>		
<b>Sevensies</b>		
<b>Eightsies</b>		
<b>Ninesies</b>		
<b>Tensies</b>		