

Discovering Gifts of Ministry



Workshop: Art

About this Rotation

Ministry is an exciting, life-giving, participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal/intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop Leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, according to age range, group size, disabilities, or any other special needs of the group.
- *Shepherd*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with Shepherds to gear each workshop to the particular group of learners they will have this week.

The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of discovering gifts of ministry.

About this Workshop

Color. Texture. Form. Line. Perspective. Art is so much more than a finished product. It is a physical expression of the Creator's Spirit working through us. In these activities children will have the opportunity to experience how the Spirit works through and with them in a variety of ways. Young artists will have the space to create, knowing that art often fills the void when words or concepts are difficult to verbalize. Every person has a creative spark and we will celebrate each gift.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

Nehemiah 2:11–20

Acts 2:1–21

Mark 1:14–20

Exploring & Engaging Activities



① What Is Art? (Easy Preparation)

Leader preparation: Mary and Martha have a classic case of sibling rivalry going on. In this activity you will move away from Martha's complaint of Mary and focus on defining art. Art can be a way of life. Many things we do in life can be defined as art, so we will want the children to understand that they don't have to draw a beautiful picture or make a great sculpture in order to be doing "art."

Supplies:

- Bibles

Read Luke 10:38–42 to your group. Ask them if they hear anything in the story that has to do with art.

- How can cooking be an art form? Have them think of beautiful cakes or gourmet dinners.
- How can reading or studying be considered an art form?
- If cooking can be an art form, what else can be a form of art?
- How is playing a sport a form of art?

Invite the children to think about something they really like to do and how it might be a form of art. Explain to the children that sometimes when we do something very ordinary but it comes across as extraordinary, we can consider it a gift and a form of art. Ask the children if they know someone who always makes everyone feel welcome. Invite them to consider that hospitality is a form of art. Or ask about someone who loves to garden. Continue this conversation with the children, helping them come up with other ideas of how they might define art. Be sure to conclude this activity by encouraging them to see art as a gift of ministry.

Leader Preparation

As you think about how you want to approach this workshop, consider your learners and their abilities. Think about how art leads us through life and how sometimes art imitates life. Consider the many ways you use art every day without being really conscious of it. Be prepared to encourage learners who feel inadequate—this is a great opportunity to help them discover hidden gifts.

Prayer: God of the paintbrush and easel, crayon and paper, guide me during this time to lead these children with grace. Remind me of the first time I picked up a crayon or scissors, and help me to be patient and encouraging. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.



2 Getting Fired Up for Service

Leader preparation: The Pentecost story in Acts 2 is full of imagery and excitement. Tongues of fire rest on each person, they begin talking in different languages and the place is utter chaos, sort of. Then Peter addresses the crowd and proclaims that this is the Spirit at work. You will spend time with the children talking about different gifts of ministry and creating flames to hang on a branch or tree for all the congregation to see and add to as you invite the congregation to discern gifts of ministry.

Supplies:

- Bibles
- artwork: “Pentecost from the Rabbula Gospel” (Anonymous), https://secure3.convio.net/ucc/site/Ecommerce/1102072326?VIEW_PRODUCT=true&product_id=37962&store_id=1401
- red and yellow construction paper
- scissors
- glue
- markers
- a small tree or plant branches on which you can hang the flames
- string

Read Acts 2:1–21. If you have readers, have them take turn reading the passage. Display “Pentecost from the Rabbula Gospel,” and talk about the people with the flames over their heads. Lead a discussion using the following questions.

- What do you think those flames could signify?
- How do you think each person is being touched by the Holy Spirit?
- What gifts of ministry might each person be receiving?

Talk about various people in your congregation and how they might be gifted in different ways. Ask the children how those people use their gifts for the church. Spend time making paper flames. A simple way to do it is to cut out a simple flame from the red construction paper and then cut a smaller one from the yellow paper and glue the two together. It is not important that the flames all look alike, but rather that you have several dozen when you are done.

Invite each child to write a gift of ministry on a flame and attach it to the tree. If possible, put the tree and the leftover flames in a prominent place in the church so that all members will walk by it. Through announcements, a newsletter, or the bulletin, explain that the tree is your Ministry Tree and that you invite each person to think of either a gift he or she has for ministry or that someone else has and to write it on a flame and put it on the tree. It would even be good to encourage folks to write the name of the person in whom they have discerned a gift of ministry to affirm one another’s gifts throughout the congregation. It would be great to see the bush “consumed” with flames by the time you are finishing up the rotation on this practice.

3 Stained-Glass Windows

Leader preparation: If your church has stained-glass windows, take a look at them and the images that are in them. If you do not have stained-glass windows, do an Internet search to find examples. Your group is going to make stained-glass windows with the pictures/images that reflect their gifts of ministry.

Supplies:

- crayons, pens, markers, colored pencils
- paper
- markers and newsprint or whiteboard
- oil
- cotton balls

Many churches have stained-glass windows that contain different images that tell the story of our faith tradition. Talk to the children about what it means to have gifts of ministry. Ask them to make a list of different gifts of ministry. List these gifts on the left side of your newsprint or whiteboard. As you look at the list of gifts, have the children think about what kind of image would go with each particular gift. Next ask them to think about what their particular gift might be for ministry. Have them gather around a table with the paper and art supplies, and ask them to create a stained-glass window that has at least one symbol that reflects a person's gift of ministry. Have them draw the picture first with a pencil and then use a black marker to go over the pencil lines and color it in. Lightly wiping the picture with a cotton ball with oil on it will give the picture a "stained-glass" effect. When they are finished, have those who are willing share their pictures and talk about their gifts of ministry.

Discerning & Deciding Activities



④ Rebuild that Wall!

Leader preparation: In Nehemiah 2, Nehemiah decides to rebuild the walls of Jerusalem, but before he makes that decision he first needs to inspect the damage. In this activity the children will build the walls of Jerusalem with interlocking blocks. As the leader, it will be interesting to see who in your group takes the leadership in the project and who follows the lead of others. Be sure to point out that both are needed for there to be success.

Supplies:

- Bibles
- interlocking block toys

Read Nehemiah 2:11–20 to the children, or have the children take turns reading a few verses at a time. Invite the children to rebuild the walls of Jerusalem. Show them the interlocking blocks and give very little direction. Tell them it is their task to complete, and they need to decide as a group the best way to complete it.

Depending on how the building went, point out to the children what was helpful and what was not. Ask them to evaluate the process and to talk about leaders and followers. Ask them who had which gifts and how those gifts helped the project. As you clean up the interlocking blocks, tell the children that all big projects take more than one person or one kind of gift. It is easiest to complete a big project when everyone uses the best of their gifts for ministry.

⑤ Tongues of Fire on Me?

Leader preparation: In Acts 2 we are told that the Holy Spirit rested on each person in the form of a tongue of fire. Too often we read this story as if it happened a long time ago to other people. Today you will explore with your group what it might mean for them to be in the room and experience the Holy Spirit.

Supplies:

- Bibles
- paper
- paints
- water cups
- paint brushes
- paint shirts
- (optional) newspaper (to put under paintings to protect your tables)

Read Acts 2:1–21 together, having each person read two or three verses. When you get to verse 9 with all the names, encourage the children to just say them with authority and not worry whether it is “right.” Ask the children some questions to help them think a little about the story.

- Who is in this story?
- What do you think it would be like to be in the room with all the people?
- If you had been there, what do you think your reaction would be?
- What would it be like to be present in the story but not have sight? What would it sound like?
- What if you had sight but were unable to hear? What would you see then?
- Everyone received a gift of the Holy Spirit. What does this mean?
- What kind of gift do you think the Spirit would have given you?

Continue to encourage the children to talk about the story while you invite them to paint a picture. Tell them you want each to picture him- or herself in the story and paint a “self-portrait” of what he or she may have looked like. Invite those who feel inadequate when it comes to painting or art in general to just paint a face or a stick person. Encourage them to think about the scene around them. If needed, re-read the passage, especially the first four verses, to get the children’s imagination going. Try to encourage their receiving the gift of the Holy Spirit and how that might change their picture. When they are finished, remind them that each of us is given gifts of the Holy Spirit and that each can look at his or her picture as a reminder to think of what gifts of ministry the Holy Spirit has given him or her.

⑥ Legend of the Three Trees

Leader preparation: Read the online “Story of the Three Trees” at the website “The Three Trees.”

Supplies:

- story: “Story of the Three Trees” at the website “The Three Trees,” <http://www.word4life.com/threetrees.html>
- paper (a variety of colors is best)
- scissors
- markers

Read the “Story of the Three Trees” to the children. Talk about how each tree had a dream to be something great and how each was used as an important part of Jesus’ ministry. Talk to the children about how sometimes the gifts we think we have turn out to be used in very different ways.

Give each child some paper and the scissors. Invite them to cut out the shape of a tree from one piece of paper. Out of another piece of paper ask each to cut out a symbol that might fit a gift of ministry he or she possesses. Have them glue the

two cutouts on one piece of paper. Invite them to take their creations with them to remind them that we are constantly having to evaluate our gifts of ministry and how those gifts are used.

Sending & Serving Activities

7 Colorful Benedictions (Easy Preparation)

Leader preparation: When we think of benedictions, we usually think of the words said by a pastor or worship leader at the end of worship. In this activity the children will be invited to create a “benediction” with art. It is important to remember that a benediction is a blessing and can be very simple, so encourage your young learners to be creative but to also to keep it simple.

Supplies:

- construction paper
- markers and/or crayons
- scissors

Tell the children that at the end of worship the worship leader often ends the service with a benediction or blessing. Talk for a moment to the children about what it means to be blessed. Ask them what they say to someone when they sneeze and then invite them to think about what it means to “bless” someone. Have them gather around the art supplies, and ask them to think about a symbol or drawing that they can make that would be a blessing to someone else. Perhaps you can guide them a bit by suggesting the ways we can bless someone in need. (Someone who is tired may need a place to rest, someone who is hungry may need some food, someone who is lonely may need another to talk to.) While the children are creating their “blessings,” remind them that we are talking about the overall theme of gifts of ministry and that sometimes a gift of ministry is simply reaching out and offering a blessing to someone.

8 Rebuilding Lives

Leader preparation: There are many reasons people find themselves in a situation where they have to rebuild their lives: war, natural disaster, sudden loss of income, serious illness, just to name a few. Nehemiah 2:11–20 relays how Nehemiah snuck into Jerusalem by night to see the damage and then decided on a course to rebuild the wall of Jerusalem. In “Sisters in the Wind” by Ethan Hubbard, we see a picture of two sisters in Aboriginal Australia. The picture is taken while they are living in makeshift camps on a journey with their mother, aunts, and uncles to their reserve and home. In this activity the art is being used to inspire us about ways we can use our gifts of ministry.

Supplies:

- Bibles
- artwork: “Sisters in the Wind” by Ethan Hubbard, https://secure3.convio.net/ucc/site/Ecommerce/1102072326?VIEW_PRODUCT=true&product_id=15626&store_id=1401
- markers and newsprint or whiteboard

Ask the children if they know any stories of people who are refugees or homeless from a natural disaster. If they do not know of any recent natural disasters, share with them some of those stories.

- What might it feel like to be homeless?
- How does one start to rebuild?
- What do you think is the worst thing someone can lose in a natural disaster?

Read or tell the story of Nehemiah to the children. Explain that Nehemiah relied heavily on God during a very difficult time.

Invite the children to look at “Sisters in the Wind” by Ethan Hubbard. Ask the children to tell what they see in the picture. After they have shared, tell about where and when the picture was taken.

Talk about how sometimes it is important to use our gifts of ministry for others who are in need. Together as a group, write a benediction/blessing that may be used in worship that in some way sends the congregation out into service. An example might be:

*The God who calls us here, calls us out into the world.
In the world we see our brothers and sisters who are in need.
When we reach out to our brothers and sisters in need we share God’s love.
May we be a people who share God’s love wherever we go. Amen.*



9 Kindling the Fire in Others

Leader preparation: Pine cones dipped in wax make great fire starters for fire places and cuts down on the amount of ash in the fireplace too. This is a great activity to do with more than one age group. If you can arrange to have the younger children meet first and the older children in subsequent weeks, then they can all participate in this activity. This can get messy, so be sure to protect your space. When it comes time to dip the pinecones into the wax you will need to have the wax ready, so you may want to arrive early to get it warmed up. If a younger group is the last group of your rotation, you might have them be the ones to hand out the pine cones to people in the church.

Supplies:

- Bible
- pine cones
- string
- scissors
- old candles
- wax paper lined trays
- double boiler to melt the wax (a coffee can in an old slow cooker works well for this)
- hole punch
- “Church on Fire,” Attachment: Activity 9 (copy for each person)

Read or tell the story in Acts 2 about Pentecost. Focus on the tongues on fire. Tell the children that fire, when used properly, can be a good thing. It can keep us warm, and it can cook our meals. Explain to them that when we talk about being “on fire” we mean that we are excited about something. Tell them you are going to try to put your church “on fire,” to get people excited about their gifts of ministry. While you are making the fire starters, continue to talk to the children about what it means to be on fire and what they would like to see “on fire” in their church.

To make the fire starters, wrap the string around the pine cone starting at the bottom. Cut the string about a half inch above the top of the pinecone. Take a hold

Reflect

How did the art lead you to discover your gifts of ministry? What were the experiences of your group? Did you uncover any hidden gifts? How will you go from this place and make art a part of your journey as you continue to develop your gifts of ministry?

of the string and dip the pine cone into the hot wax approximately three times. Place the pine cones on the wax paper to dry. It is not necessary to get the very tip of the string covered with wax; it will light easily just as it is.

Have some of the learners cut the strip of paper apart from “Church on Fire” and punch a hole on one end. After the pine cones are dry (usually a day or two), have a group affix the strips of paper to them with a string through the hole. Give the fire starters to people in the church.

Attachment: Activity 9

Church on Fire

Please use your gifts to put our church "on fire."

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Discovering Gifts of Ministry



Workshop: Computer

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The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of discovering gifts of ministry.

About this Workshop

To this generation of children and youth, terms such as typewriter, carriage, mimeograph, and floppy disk are foreign! They have grown up with computers and other forms of technology attached to their fingertips. Using what is familiar to them, such as computer games, Internet searches, and interactive websites, children will have the opportunity to engage in the wider world, see how others share their gifts of ministry, and possibly discover and use some of their own gifts of ministry in this area.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

1 Corinthians 1:1–9

1 Kings 3:3–15

Leader Preparation

It will be important to feel comfortable doing Web searches with all age groups. Doing a few on your own will help you feel more comfortable and give you an idea of what the children will find out there. Don't be afraid to let the children lead you if they have a lot of experience on computers.

Prayer: God of keyboard and screen, of bytes and bits and RAM, give me the wisdom I need to lead these children as they discern their gifts of ministry and discern my own. Help me remember that life is a journey and this is just one leg along the way. Be my guide and hope with every step. Amen.

Exploring & Engaging Activities



① Parts Are Parts (Easy Preparation)

Leader preparation: There are many parts to a computer. Some of us know enough to talk hardware and software, the mouse and the screen; others have a knowledge much deeper than that. This activity will bring out the children who know quite a bit about computers and be able to share the different parts.

Supplies:

- markers and newsprint or whiteboard

Ask the children to list the different parts of a computer and what they do. After they have done this, ask them what use is a computer if it is missing any one of those parts. Actually, choose a part and discuss what it does and whether or not it is vital to the computer. For example, a computer's mouse may not work, but one can still get around—it just becomes much more difficult. Without the screen however, the computer is useless.

After you have spent time on this, talk to the children about gifts of ministry.

- Are there gifts we could live without? What might they be?
- If there is no one to play the organ or piano, can we still sing? How might we do that?
- If we don't have a pastor, can we still function as a church? How might we do that?
- If no one ever cleaned the church, would we still want to attend? Why or why not?

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

As you wrap up this activity, encourage the children to think about what gift each might have and what it might be like for the community of faith not to be able to experience them sharing their gifts. Help them to understand that all parts are important. When any are missing, there is a void.

② Because God Loves Me

Leader preparation: Preview the Veggie Tales video “I Can Love.” On the website, scroll down to the third from the last video to find “I Can Love.” The video is about forty seconds long. Think about what it takes to acknowledge gifts in others and what may be getting in your way of sharing God’s love with others. Although this is a Christmas video, it can work at any time of the year.

Supplies:

- computer with Internet access
- digital projector
- Veggie Tales video: “I Can Love,” <http://veggietales.com/videos/>

Engage the children in conversation about ministry using the following questions.

- What do you think of when you hear the words “minister” or “ministry”?
- What gifts do you think ministers need?
- Which of these gifts do you have?

Show the Veggie Tales video “I Can Love.” Invite the children to consider how Nicholas was feeling before he went to the church and what he experienced as he watched Sister Claire hand out bread. Ask them what Sister Claire says, or sings, about why she does what she does. Then return to the discussion about gifts for ministry.

- What might be a special gift you can share?
- How are you like Nicholas?
- How are you different from Nicholas? (Other than you aren’t a gourd!)

③ A Game of Questions and Answers

Leader preparation: In order for the learners to discover their own gifts of ministry, it might be helpful to identify gifts in others. Familiarize yourself with the website “Gifts of Ministry Game” made on “Jeopardy Labs.” Take time to look over the questions so that you have the answers appropriate to your congregation ready in case the learners get stuck.

Supplies:

- computer with Internet access
- digital projector
- website: “Gifts of Ministry Jeopardy Game,” <http://jeopardylabs.com/play/gifts-of-ministry>
- pictorial directory of church members

Ask the children the following questions.

- Who are the people who share their gifts of ministry with your faith community?
- Do you know their names, or just recognize their faces?

Tell the children they are going to play a game like “Jeopardy” that may help them identify the people in your faith community who share their gifts of ministry. Go to the website “Gifts of Ministry Jeopardy Game,” and play the game with the children. If they don’t know an answer, encourage them to use a pictorial directory, if you have one, to look up the names of people.

While you are playing the game with your group, pause after each question and ask the group if they think they have this gift of ministry and how they might want to use it. Encourage them think about what gifts each has so one of their names can become a question to one of the answers.

Discerning & Deciding Activities

4 Who Are the Great Leaders? (Easy Preparation)

Leader preparation: One way to help us discover our gifts of ministry is to look to other great leaders from the past and see what gifts they had and how they used them. The children will do a simple Internet search to see what they can find and then share with the whole group

Supplies:

- Bibles
- computer with Internet access
- (optional) printer

Take turns reading 1 Kings 3:3–15. Talk about Solomon and his humility and what it meant for him to ask for a wise and discerning mind. Ask the children what they think this says about his leadership. Talk to the children about how his selfless request led to him being one of the greatest leaders of all time.

Invite the children to do an Internet search for great leaders. They may type in “great leaders in history” or “great leaders of the world,” or whatever they think will lead to the discovery of other great leaders. It may be helpful to print out pictures and information on the leaders and put them in a place where they can be reminded of these people and can share what they discovered with others. Once the children have found several great leaders, bring the group back together to share what they learned using the following questions.

- What great gifts did this leader have?
- What is this person known for?
- Who might have similar gifts as this leader and are sharing them?
- How do you see yourself being a great leader some day?

Invite them to continue this search on their own and to use it to help them in discovering their own gifts of ministry.

5 Mary or Martha

Leader preparation: Spend time using an Internet search engine to do a search of Mary and Martha. This will give you an idea of what the learners will find and may help you guide them in their searching.

Supplies:

- Bibles
- computer with Internet access

Read the story of Mary and Martha in Luke 10:38–42. Have the learners do an Internet search of “Mary and Martha.” If you have nonreaders, help them do a image search. Invite them to search the different pages and see what they learn. Then pose the following questions.

- When you think of gifts of ministry, what gifts did Mary and Martha have?
- With whom do you identify best, Mary or Martha?
- What is your particular gift of ministry?
- How do you share it?

Talk about all the different items that came up in the search. Tell the children that Larry Page and Sergey Brin invented Google. Ask the children what gifts they think these two people have and if they think it is a gift that can be used for ministry. Spend time talking to the children about how there are a lot of different gifts and the many ways those different gifts can be used for ministry. There are a lot of preachers out there that depend very heavily on the Internet for sermon preparation. The computer in and of itself, when used properly, has become a great gift of ministry.

⑥ Life’s a Puzzle

Leader preparation: Sometimes figuring out what we are good at and how we can use our gifts can seem like one big puzzle. The learners will have an opportunity to create puzzles for the people in their group to figure out. Go to the website “Puzzlemaker” and look at the list of puzzles available. Choose which one you think will work best for your group so you can lead them to that site. A word search works well for younger children, while a crossword might be best for older children. During this time you can have a discussion about how life can be a puzzle sometimes, and we have to figure out the pieces and put it together.

Supplies:

- Bibles
- computers with Internet access
- website: “Puzzlemaker,” <http://www.discoveryeducation.com/free-puzzlemaker/?CFID=12754026&CFTOKEN=49024332>
- printer
- markers and newsprint or whiteboard

Have someone read Luke 10:38–42. Talk about how Mary and Martha are very different but how that might not be all bad. Ask them what they think Martha was preparing in the kitchen and what they think Mary was learning from Jesus.

Introduce the concept to the children that if we all had the same gifts, life just wouldn’t work out very well. If we were all great cooks but none of us ever wanted to be a guest of someone else, who would the great cooks serve? If we all liked to play sports but no one wanted to watch, who would we play for? Invite them to make a list of different gifts of ministry that people might have. Write their ideas on the newsprint or whiteboard where everyone can see it.

Introduce the children to the website “Puzzlemaker,” and tell them they are going to create a puzzle. The puzzle has to have something to do with gifts of ministry, and it has to be able to be solved by someone else. Give the learners time to create a puzzle and print it. When they are done, have them exchange their puzzles so someone else can solve these creations.

Ask the group the following questions.

- What was it like to have someone else solve your puzzle?
- What was it like to solve someone else’s puzzle?
- What if we were all puzzle creators and no one wanted to solve them?

Explain that part of discovering our gifts of ministry is to try to figure out what is needed and how we can fill the “gaps” that may be present in our faith community.

Sending & Serving Activities

7 What’s a Minister? (Easy Preparation)

Leader preparation: It is too easy to get caught up thinking of gifts of ministry in a very narrow way. A few Internet searches may help the children begin to think of ministry in a broader way and also help them as they discover their gifts of ministry.

Supplies:

- computer with Internet access

Ask the children what they think of when they think of ministry. After a few moments of sharing, invite them to go to the computers and visit any of the following sites, or have them do an Internet search for “parish nurses,” “church musicians network,” or other key words that come up from your conversation. A few sites are listed to get you going.

- “International Parish Nurse Resource Center,” <http://www.parishnurses.org/>
- “Presbyterian Association of Musicians,” <http://www.presbysmusic.org/resources.htm>
- “American Guild of Organists,” <http://www.agohq.org/home.html>
- “The Association of United Church Educators,” <http://www.auce-ucc.org/AUCEhomepage/Home.html>

After you have had time to search the Internet, ask the children if they have different ideas about ministry now. Encourage them to think of the gifts they already know they have and how they can use them for ministry. Send them forth encouraging them to think of their gifts of ministry during the coming week.

8 Giving Back

Leader preparation: You may want to do a quick Internet search of “athletes who give back” so you are familiar with what the children will encounter. Obtain the artwork “Diamond Peak, Nevada, USA.”

Supplies:

- computers with Internet access
- artwork: “Diamond Peak, Nevada, USA,” http://www.art.com/products/p13950276-sa-i2807680/diamond-peak-nevada-usa.htm?sorig=cat&sorig_id=0&dimvals=0&ui=55eedd136d4049bcaab8f63c70afd3e3&searchstring=diamond+peak

Spend time with your group looking at “Diamond Peak, Nevada, USA.” Ask them to focus on the snowboarder, and allow them to imagine the story of this person’s life. Talk about athletes in general. What great athletes do they know? Have them share for a few moments. Then talk about how many athletes have used their athletic gifts to help others. Invite the children to do an Internet search on “athletes who give back.” Have everyone share what they found. As you wrap up this activity, encourage them to think how they can use their gifts of ministry to give back to their community.

9 I Give Thanks to My God Always for You

Leader preparation: Sometimes we are more willing to acknowledge and use our gifts when they are recognized by others. A simple Thank You card can really make someone’s day and encourage them as they discover their gifts of ministry. There are a number of websites that offer free thank you cards. Some are printable; others can be emailed. You will need to decide which works best for your setting. There are two options listed below to get you started.

Supplies:

- Bible
- computer with Internet access
- website: “Thank You Cards,” http://www.printfree.com/thankyou_cards.htm
- website: “123 Greetings,” http://www.123greetings.com/thank_you/
- church directory

Reflect

How have the Web searches broadened your understanding of gifts of ministry? Have you discerned any new gifts of your own? Are there new areas you want to pursue? Where will you go now after you have experienced this workshop?

Take turns reading 1 Corinthians 1:1–9. Notice how Paul takes time to thank God for the Corinthian people. Talk to the children about how it feels to be thanked when they do something for someone else. Explain to them that sometimes we don’t even think we’re doing something all that great, and then someone thanks us. Then we realize what we did meant a lot to that person. In order to affirm others in discovering their gifts of ministry, invite the children to make Thank You cards for people to let them know that they are valued and that you appreciate their gifts. Once you have finished the cards, talk about how important it is to send Thank You cards or even to call someone and tell the person “thank you.” Showing thanks can actually be a wonderful gift of ministry.

Discovering Gifts of Ministry



Workshop: Drama

About this Rotation

Ministry is exciting, life-giving participation in what God is doing in the world. We are people created in the image of God, each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal/intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
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- *Shepherd*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with Shepherds to gear each workshop to the particular group of learners they will have this week.

The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of discovering gifts of ministry.

About this Workshop

The Bible is filled with drama. Each story allows us to engage the story from multiple dimensions. In this workshop children will act, re-enact, create, dream, and move in and through the stories of our faith and our lives. The activities in this workshop provide children with opportunities to be in closer relationship to the Divine and be attentive to their own gifts of ministry.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

1 Samuel 3:1–20

1 Corinthians 1:1–9

Mark 1:14–20

Exploring & Engaging Activities



1 Huh? (Easy Preparation)

Leader preparation: In 1 Samuel 3:1–20 Eli helps Samuel discover his gift of ministry. However, initially Eli is confused about why Samuel keeps coming to him as if he had been summoned. It takes him a while to understand that it is God calling Samuel. Write the word “Huh?” on one sheet of paper or poster board and the word “Aha!” on another sheet.

Supplies:

- Bibles
- prepared sheets of paper or poster board
- “A Playful Approach to Scripture,” Attachment: Activity 1

Read 1 Samuel 3:1–11 to the children. Explain that sometimes it takes us a few times to hear God's voice before we *really* understand it is God. Tell the children you are going to read the first portion of the story again. Every time Eli is confused by Samuel coming to him, you will hold up the “Huh?” card and the children will all say “Huh?” together. When Eli understands why Samuel is coming to him, hold up the “Aha!” card and have all of the children say “Aha!” together. Practice with the cards a few times so the children catch on.

Engage the children in conversation using the following questions.

- Samuel needed Eli to help him understand his call. Who do you think might help you understand your call?
- How do you think God is calling you to ministry?
- What gifts do you have that you can share with others?

Leader Preparation

The best way to prepare for this workshop is to set free your imagination. Allow the texts to talk to you in new ways and be creative with what you hear and experience. If you have access to costumes, even if the only ones you have are from a Christmas Pageant, get them out and use them. Don't let yourself be confined with them. There are all sorts of characters in the Bible; allow them to come out and express themselves.

Prayer: Dear and Holy God, you have come to us in the drama of life. As we gather to delve into your word and the people who bring it to us from the text help us to be creative. May Jacob live within us and wrestle with our souls; may Mary and Martha battle it out in our own consciousness; may Samuel and Eli lead us to our own hearing of your call. Fill me with confidence as I celebrate my own gifts of ministry with those with whom I interact. In Christ's name I pray. Amen.

- Do you sometimes feel like Samuel—you hear something, but you're not sure if it's God calling you?
- What can you do this next week to help you discern your gifts of ministry?

For some variation on the activity, use ideas from the attachment “A Playful Approach to Scripture.” Finish this activity by encouraging the learners, but letting them know discerning gifts of ministry takes help from others.



2 The Battle of the Gifts

Leader preparation: You will need three people for the skit. It isn't important if the skit is done by girls or boys; the names are meant to be gender neutral. If you have a group of nonreaders, ask ahead of time for helpers to come in and do the skit for you.

Supplies:

- Bible
- “Pat and Kim: The Church Ladies,” Attachment: Activity 2

Have someone read Luke 10:38–42. Invite a conversation with the children about the text.

- How old do they think Mary and Martha are? (The text doesn't refer to parents, so the assumption can be made that the two are adults.)
- Do you think adults really quarrel like this?

Introduce the skit and ask for three volunteers. Explain to the group that the skit takes place after worship on a Sunday morning at fellowship hour. Mary and Martha are friends who spend a lot of time cooking and baking for other people. Esther likes to sing and do other things in the church, but never bakes or helps out in the kitchen. Have the children share the skit.

After the skit entertain a conversation about the skit:

- Do you think some people actually would say the things Pat and Kim said about Taylor?
- Pat and Kim seem to be jealous of Taylor. Why do you think that was?
- What did Taylor do to help them change their mind about her?
- How do you think Kim and Pat felt about their baking and cooking after Taylor talked to them?
- What does this story have to do with discerning gifts of ministry?

Wrap up this activity by encouraging the children to think about their gifts of ministry.

- How are you like Pat, Kim, and Taylor?
- How are you different?
- How will you go about discerning your own gifts of ministry?



3 Not Lacking in Any Spiritual Gift

Leader preparation: Having children participate in a scripture while you read it is one way of opening the scripture up to them in a new way. The attachment includes some suggestions for what you might have the children do, but they are just suggestions. You may decide you want to explore this passage with the

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

children and have the children come up with others. You will want to spend time talking to the children about spiritual gifts and what they might be. Allow them to be creative.

Supplies:

- Bible
- “Actions for Reading,” Attachment: Activity 3
- markers and newsprint or whiteboard

Read 1 Corinthians 1:1–9 to the group. Pull out the words that are listed on the attachment “Actions for Reading.” With each word, depending on the age of the group, share with the children the response you will have them make when you say the word, or ask them for phrases or actions they can do for the word. Practice the action or phrase a few times before moving on to the next one. Once you have an action or phrase for each word and have practiced it, read the passage again. This time pause after the selected words to give the group a chance to make the response.

Explain to the group that sometimes, when we are discerning our gifts of ministry, we have to have someone show us our gifts in different ways before we understand how to use them ourselves. Tell the children that each and every one of them has a gift of ministry. Their task is to explore what that gift of ministry is and how they will share it.

Discerning & Deciding Activities



④ Sibling Rivalry (Easy Preparation)

Leader preparation: The story of Mary and Martha doesn’t require much imagination to see how it fits in our context today. Siblings continue to fight over who is going to do the dishes or help in the yard. You are going to invite the children to act out this story but to add in their own creative thoughts. Maybe Mary and Martha are brothers, or maybe they are fighting over something else. Allow the children to be creative as they turn this story around.

Supplies:

- Bible

Read the story of Mary and Martha from Luke 10:38–42 to the group. Ask the group to share what they find familiar about this story. Ask them the following questions.

- Do you fight with your brother or sister? If so, what do you usually fight over?
- Do you ever fight over chores? Why? Talk about what happens when you fight over chores.
- Do you have a sibling who would rather read a book than help with the dishes? If so, how does that make you feel?
- What do you think of the way Martha handled the situation?

If you have more than four children in your group, split the group up and invite each group to come up with a story of sibling rivalry, but encourage them to come up with a different solution than “tattling” and have them share that with the group. When they are finished sharing, pose the following questions.

- When you think of gifts of ministry, how does your sibling rivalry get in the way of using your gifts?
- What might have been a different way for Mary and Martha to work out their differences?
- How will this exercise affect how you work with your sibling the next time you have a disagreement?

Ask the children to think about this over the next week and to think about how sometimes our poor relationships with others can get in the way of us seeing their gifts of ministry and using our gifts of ministry.



5 Visions and Calling

Leader preparation: Read Genesis 32:22–31, and then spend time with the painting “Vision after the Sermon” by Paul Gauguin. Read the description of the painting and a brief history about Gauguin on the attachment. Try to imagine for yourself what the women in the picture are experiencing. As you spend time with this text and this artwork, allow it to help you discern your own wrestling and struggle with your own gifts.

Supplies:

- Bibles
- artwork: “Vision After the Sermon” by Paul Gauguin, https://secure3.convio.net/ucc/site/Ecommerce/1102072326?VIEW_PRODUCT=true&product_id=37962&store_id=1401
- “Background Information about ‘Vision After the Sermon,’” Attachment: Activity 5
- markers and newsprint or whiteboard

Invite volunteers to take turns reading Genesis 32:22–31 to the group, or read it to them if you have pre-readers. You may want to give some background to this story. Explain that Jacob and Esau were twins, but Esau was born first and should have received his father’s blessing as the eldest child. Rebekah, Jacob and Esau’s mother, favored Jacob and tricked Isaac into blessing Jacob instead. Jacob tried to appease Esau by sending him gifts, hoping to be accepted by Esau. While waiting to hear whether or not Esau would accept Jacob, Jacob fell asleep and had the dream described in Genesis 32.

Talk to the group about the story using the information on the attachment. Ask them what bothers them or what just seems weird. Tell the children about Gauguin and the painting. Have the group look carefully at “Vision After the Sermon,” and ask them what they see. Break up in small groups, and have each group pick a different person in the artwork and talk about what they see the person doing. Look carefully at the faces of the women when doing this—they are very expressive. Talk about the gifts of ministry the painter brought to this story by painting this picture.



6 Mary, Martha . . . or the Mouse in the Corner

Leader preparation: Using the attachment from Activity 1, “A Playful Approach to Scripture,” you will read the story of Mary and Martha and create a drama using the personalize method. Every person will choose who they will be—Mary, Martha, Jesus, or someone else in the room—and tell the story. Encourage as much creativity as you can so you don’t end up with a lot of the same story.

Supplies:

- Bibles
- “A Playful Approach to Scripture,” Attachment: Activity 1

Explain to the group that when we personalize something, we make it our own. So we may hear someone tell us a story, and if we hear it enough times we will start telling it as if we were there, even though we weren't. When we do this we tend to add details not found in the original story. Tell them that you are going to read them the story of Mary and Martha and ask them to choose a character. Each participant can pick Mary, Martha, Jesus, or anyone else he or she might imagine being in the room—even the mouse in the corner or the dirt floor. Give children time to practice the retelling of the story, and then offer them the opportunity to retell their stories to one another.

Give them the following questions to think about as they create their story.

- What does my character see?
- What does my character hear?
- How might my character feel?
- What might my character say?

In the end, ask them to think about what their retelling did to help them discern their gift of ministry.

Sending & Serving Activities



7 Where do We Go From Here? (Easy Preparation)

Leader preparation: Read the story of Mary and Martha from Luke 10:38–42. Try to let go of the scene in the text long enough to think about what happened next. How did Mary and Martha's relationship change? In this activity you use this text as an anchor to help the group to think about next things.

Supplies:

- Bibles

Read the story of Mary and Martha to the group, Luke 10:38–42. Ask them what happened next.

- What do you think Mary did after this scene?
- What do you think Martha did?
- What about some of the other people in the room?
- Were they uncomfortable?
- Did they laugh at Martha?
- Think of what you would have done next. Will you share that with the group?

After you have had time to think about the scene after this scene, talk to the group about what we do after we gather as community of faith.

- How often do we think about what someone said or did when we leave church?
- How often do we think about the sermon or other parts of the service?

- What about after we leave here today?
- How will we continue to discern and use our gifts of ministry?
- If we are approaching this as a practice of faith, what do we need to do now? Where do we go from here?

Encourage the group to take all you did or talked about today with them and to spend time intentionally think about their gifts of ministry and how they will share them.

8 Who Will Follow?

Leader preparation: In this activity you will be reading the call of the disciples from Mark's gospel and reading or listening to the words of the song "The Summons." Using these two texts the group will create a drama about following Christ. The focus will be on what it means be called for and sent out. If you are playing the song for the group try to find an upbeat version. It will help with the creativity of the drama.

Supplies:

- Bibles
- song: "The Summons" by John Bell (tune: Kelvingrove), <http://www.youtube.com/watch?v=V0aAkOe87mo&feature=related>; lyrics, <http://www.spiritandsong.com/compositions/30338> (copy for each person)
- (optional) music player

Have someone read Mark 1:14–20. Talk about what it was like for the early disciples to leave everything and follow Jesus. Take turns reading the lyrics of "The Summons" verse by verse. Ask the following questions.

- How is this text similar to the text from Mark's gospel?
- How is it different from the Gospel?
- What images come to mind as you read or hear this text?
- When verse sticks out for you?

Invite the group to spend time thinking about what a drama might look like using these two texts as a guide. Have the group work together to create the drama and then perform it. If you feel it is something you will want to share, talk with a worship leader about a good time to share it with the faith community. As you leave this activity, encourage the children to take the two texts with them and to continue thinking about how they will use their gifts of ministry for service in the community at large.

9 Passing out the Salvation

Leader preparation: Too often life is a drama and no more is needed. People who live in the wake of natural disasters know this all too well. In this activity you will review the Salvation Army's website and decide as a group how you can involve your church in outreach. The drama has already been played out. The task is to find your niche and see how you can use your gifts of ministry to participate.

Supplies:

- computer with internet access
- digital projector

Reflect

Where did the Holy Spirit take you with these learners? What new insights did you receive from their creativity? What did you learn about yourself and your own gifts of ministry? Now what? Where do you go from here? Pray for God's Spirit to guide you as you continue the journey with this practice of faith.

- website: "The Salvation Army," http://www.salvationarmyusa.org/usn/www_usn_2.nsf
- markers and newsprint or whiteboard

Talk to the children about what it means to live in the midst of drama. Explain that some people like to live dramatic lives so every moment, no matter how insignificant, can become a drama. But there are others who live with real drama, catastrophic drama. Show them the website of the Salvation Army and look at it with your group. Talk to them about what it might be like to live where a tornado, hurricane, or other natural disaster has occurred and devastated the community. Encourage them to think about ways that your faith community can participate in this drama to bring healing and hope. List ideas on newsprint or a whiteboard, and decide on at least one thing you think your faith community can do to use your gifts of ministry to help in the wake of someone else's drama.

Attachment: Activity 1

A Playful Approach to Scripture

SUBSTITUTE Substitute the characters for other people.
For example if the main character is male, make it female.

CHARACTERIZE Play with the characters and give them known personalities.

AMPLIFY Make the scene bigger than what it is.

MODERNIZE Make amendments that would make it more modern (driving a car, cooking in a microwave, and so forth). Maybe God is calling Samuel on a cell phone and there's a lot of static.

PERSONALIZE Make it your story and tell it from your point of view.

REARRANGE change things around. Change the characters and their view points. Have them coming to a place instead of leaving a place.

Attachment: Activity 2

Pat and Kim: The Church Ladies

Scene: Two elderly women in coffee hour after church one Sunday morning.

Pat: *(in a huffy voice)* Well, I see Taylor had a solo again this morning.

Kim: You would think she's the only one in this church who can sing.

Pat: I know. She's always up there warbling like an old rooster with a sore throat, but have you ever seen her in the kitchen doing dishes?

Kim: *Never.* Why the last time we had a bake sale, she didn't even bother to bring a pan of bars.

Pat: Oh, I know, and I overheard her say to someone, "Baking just isn't my gift so I've decided not to waste the ingredients. I'm trying to find other ways to serve my church."

Kim: Humph! "Baking isn't my gift." That's just an excuse for being lazy. *Everybody* can bake. You just need to follow the directions.

Pat: Maybe she can't read! *(The two start to giggle to one another.)*

Kim: She thinks she's so much better than us because she sings in church. I'm just tired of her.

Pat: Me, too. Oh, here she comes.

Taylor: Good morning, Pat and Kim. How are you two today?

Pat and Kim together: Fine, and you?

Taylor: I'm well thanks. Why Pat, I bought some of those cookies you made for the bake sale, and there were just divine. I wish had your gift.

Pat: Humph, thank you.

Attachment: Activity 2 (Continued)

Taylor: And Kim, I had some of your torte that was fabulous. My tortes never turn out. You are so talented.

Kim: Oh really? You think I'm talented.

Taylor: Why yes, both of you. I love to sing and share that gift with the church, but I so wish I could be more like the two of you. Everyone *loves* your baking and looks forward to it. You are so blessed to have such gifts. I always marvel at the way you minister to people. You take meals to people when they are sick, and you offer such a ministry to our young families by taking meals to them when they are home with their newborns. Thank you for everything you do. *(Taylor walks away.)*

Pat: Maybe we underestimated her and ourselves.

Kim: I never thought of serving the meals as a gift of ministry. I just do it because I can, and I love to do it.

Pat: Same here. I guess she does value what we do. I feel bad for the way we were talking about her. She really does have a nice voice.

Kim: Yes, she does. From now on, I'm going to pay more attention to how I use my gifts rather than judging how others use theirs.

Pat: Good idea. Let's go bake some pies. I hear there's a new family down the street. They might enjoy a home-baked pie.

Attachment: Activity 3

Actions for Reading

- Called:** Pretend you're on the telephone (hello, hello), or cup your hands over your mouth and yell, "Paul, Paul."
- Thanks:** Go around the room shaking one another's hand saying, "Thank you, thank you."
- Speech:** Everyone starts to talk.
- Knowledge:** Point to your head and say, "I know, I know, I know" or "knowledge, knowledge, knowledge."
- Spiritual Gift:** Shout out the gifts you talked about before you began this exercise.
- Strengthen:** Make muscle arms and say, "Me Tarzan, very strong."
- Blameless:** Look to one another and say, "I didn't do it, I didn't do it."
- Called:** Shout out "Hey you, yes you."

Attachment: Activity 5

Background Information about “Vision After the Sermon”

The biblical story about Jacob wrestling with the angel is often interpreted as the hard struggle some have with faith. Jacob had to wrestle the angel all night long. It wasn't until sunrise that the angel gave up and blessed Jacob.

In the painting “Vision After the Sermon,” Gauguin shows the struggle against a feverish red background. In the foreground he put a group of Breton women (an ethnic group located in the region of Brittany in France), who, according to the title, had just attended a sermon.

In 1888 Gauguin spent much time in the coastal village of Port-Aven in Brittany, with many other artists. Together with the painter Émile Bernard, he developed a style called **cloisonism**. The name refers to the compartments (**cloisons**) separated by metal wires used in the creation of enamel objects. The painters used thin dark lines to draw contours around more or less monochrome fields.

This work is often considered as Gauguin's departure from the naturalism that dominated impressionism. He used strong colors, almost without gradients, contrary to what had been the tradition since the Renaissance. He also ignored the rules of perspective. The figures on the foreground are too large in relation to Jacob and the Angel. They also almost block the view of the wrestlers, who, according to tradition, should have been the central elements in the composition. No wonder that the church of Pont-Aven rejected the work when Gauguin offered it.

Discovering Gifts of Ministry



Workshop: Food

About this Rotation

Ministry is exciting, life-giving participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

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The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop may have activities based on other scriptures that help us understand the importance of discovering gifts of ministry.

About this Workshop

Food, friends, and family seem to be intertwined with the stories of faith, which are stories of discovery about who we are and to whom we belong. Through the activities of this workshop, children will be invited to use food to make connections with fellowship and faith while exploring the gifts of ministry that may take shape around the table.

BIBLE FOCUS STORY:
Luke 10:38–42

Exploring & Engaging Activities

Leader Preparation

As you prepare to work with your specific group, be sure to be aware of allergies as that will determine which of these activities will work best. Think about why you chose to lead this particular workshop. What gifts do you bring that make you particularly skilled in leading this workshop? How can you help your learners discover their particular gifts of ministry? Some of the activities may take longer due to the necessity of preparation, you may want to look at them and do some of the prep ahead of time. Feel free to improvise as needed for the needs of your group.



① Taking Stock (Easy Preparation)

Leader preparation: In order to be able to discern our gifts of ministry, we must first look at who we are and what we have to offer. Think of it as wanting to cook something with no idea of what's in the pantry. So you check out your ingredients before you decide what you can make. Because most church kitchens have a lot of salt, pepper, and butter, this will be a bit of a challenge. But don't just think about the food. Look around at what else is in the kitchen, including the utensils, dinnerware, appliances, and so forth.

Supplies:

- church kitchen

Invite the children to go around the kitchen and find the different supplies that are there. As they find a supply, talk about what value that supply has and then see if the group can make a comparison to gifts of ministry. For example, salt makes food tastier. What makes life in the church "tasty" or more alive? Possible answers might be the music and certain people, as well as coffee hour, where we have snack, which could lead to talking about who prepares it and how that preparation is a gift of ministry. After you have spent time with this activity, see if the children can come up with new gifts of ministry each might have that they couldn't think of before. Explain to them that discovering our gifts of ministry is a lifelong process; they are getting a head start.

② Fruit Salad

Leader preparation: There are as many ways to make fruit salad as there are types of fruit. Different fruits appeal to different people, and some fruits just don't taste good together no matter what a cook does. In this activity we will explore the different ways we come together as a church to use our gifts of ministry. The focus will be on variety of gifts, not which one is "better." We need all the gifts for the salad to be complete.

Prayer: *God of Wheat and Corn, Milk and Water, Soy and Beef, thank you for this time together where we will share food and stories, gifts and graces. Help me to use the best of my gifts to bring out the gifts in others. Amen.*

Supplies:

- variety of fruits
- large bowl
- compost bucket
- utensils for peeling and cutting the fruit
- an extra set of adult hands to manage more difficult cutting and peeling

Talk with the children about fruit and fruit salad.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

- What kinds of fruit do you like?
- Which ones do you not like?
- Do some taste better together?
- Do some not mix at all?

Invite them to make a nice big fruit salad. While they prepare the salad, talk about each individual fruit. Have a bucket for all compostable peelings, and make sure everyone is careful to use it.

- What do you like about this particular fruit?
- Can you eat its peel? What does it taste like?
- What would this fruit be like without the peel?
- If you can’t eat the peel, does the peel have any other uses?
- If we put all of the inedible peels in the compost bucket, what purpose can they serve? (This is a good time to talk about not throwing away gifts of ministry just because we can’t see their immediate value.)
- Are there seeds? Can you eat them?
- What else can you do with the seeds if you can’t eat them?

Once you have created your salad, invite the children to sit together and eat their creation. While you are eating, ask them what this has to do with discovering gifts of ministry.

- Are there at least as many different gifts of ministry as there are fruits?
- What does it mean to be the peel that becomes compost?
- What does it mean to be the “meat” of the fruit?
- What does it mean to be a seed?

Invite the children to think about what they might have to offer as a gift of ministry.

- How can your “fruit” become more mature?
- How can you nurture your “fruit”?
- What can we do as a group to nurture one another’s “fruit”?

Be sure to follow through with the compost bucket and find a good place for it to use its gift of ministry.



③ Setting the Table (Easy Preparation)

Leader preparation: Sometimes we have to get into a place where we are able to discern our gifts before we can actually start discovering. In this activity the children may learn what it means to set the table. It would be great if you had enough silverware and dinnerware to set a formal setting. Choose one or more of the images from an Internet image search of “Formal Dinner Settings”: <http://www.bing.com/images/search?q=formal+dinner+setting&qpvf=formal+dinner+setting&FORM=IGRE>.

Supplies:

- plates
- forks, knives, and spoons
- glasses
- cups and saucers
- napkins
- salad and dessert plates (if available)
- “Place Settings and Their Uses,” Attachment: Activity 3
- pens or pencils

Talk to the children about sitting down to a formal dinner and explain the etiquette of when and how to use the utensils. Most children will probably groan and wonder why they can't just use one fork and one glass. Show them a picture of a formal table setting and invite them to set a table for a formal meal. While they are setting the table, explain that each plate, piece of silverware, and glassware has a purpose. While you talk about the purpose for each piece on the table, talk about gifts of ministry. Ask the following questions.

- If we didn't have a variety of people sharing their different gifts, what would happen in the church?
- If everyone had the ability of the butter knife and no one could cut through things like the steak knife, where would we be?

Take time to look at the attachment “Place Settings and Their Uses” with the group. There are a few suggestions as to how the different pieces of the place setting might relate to gifts of ministry, but most have been left blank. Spend time with the group adding analogies to the items of a place setting and gifts of ministry.

Discerning & Deciding Activities



④ Check Out the Refrigerator (Easy Preparation)

Leader preparation: It seems that every church kitchen has an interesting assortment of food that gets left in the refrigerator. Sometimes it's partially used bottles of condiments. Other times it's an odd assortment of spices—or a *lot* of just one item. It seems no one wants to throw out anything, and yet cooks are reluctant to use what is there not knowing how long it has been there. This activity is meant to get into the history of what happens in your kitchen. Do you have ten jars of chili pepper but don't remember the last chili supper or know it happens every year at a certain time? The goal is to talk about how the church uses the kitchen and to try to discern what that says about your faith family and how they use their gifts of ministry.

Supplies:

- church kitchen

If you haven't already rummaged through the cupboards, ask the group what they think they will find in the kitchen as far as food. Begin by opening the refrigerator to see what's in it. Does any of it look like something the children would want to eat or use? Ask them why they think it is there and how long they think it might have been there. Do the same in the cupboards where food is kept. Once you have an idea of what is in the kitchen, talk about why the children think each particular food is there.

- What was it used for?
- Who would have used it?
- How long has it been there?

If your church has a particular meal every year, such as a chili, spaghetti, or chicken and dumpling dinner or pancake breakfast, talk about that meal.

- What is its purpose?
- Who is invited?
- Who is served?
- Who attends?

If you don't have a supper or annual event, but you used to, talk about that.

- Why do you think we stopped doing it?
- What would it take to make it happen again?
- Why would we want to or not want to make it happen again?

Once you explore these questions, talk about what this says about your church. What is your church's gift of ministry? Some churches are great at serving the homeless, some have very active prayer chains, some have great music, some are known for being the only church in town that will serve nonmembers, and so forth. Think about the church as a whole. What is your church's gift of ministry? If you have difficulty discovering your church's gifts, plan for a time with the pastor and/or other lay leaders and see if they can articulate the church's gift. We can often pinpoint individual's gifts of ministry, but it's not always easy to do with an entire congregation. If your congregation is one that has a clearly identified gift or mission, talk about a way to celebrate that gift and lift it up. If you struggle with this exercise, talk about what you can do as a group to help the church discover its gift of ministry in your community.

5 Eggs and a Whole Lot More

Leader preparation: If you have people in your group who have an allergy to eggs, you may want to substitute another food or just make this a talking point without actually making the food. Too often in the church we see people only once a week, and we form opinions of them and their gifts based on what we see on the outside. This activity may lead you to look deeper to what is on the inside and to find value in what people bring from their wells of experience. You will want to decide ahead of time how many different kinds of eggs you will want to make.

Supplies:

- eggs
- milk
- cheese
- ham or other ingredients to put into eggs
- frying pan
- nonstick cooking spray
- dishes and utensils for eating

Begin by asking the children if they like eggs and, if so, how they like to eat them: fried, scrambled, poached, soft boiled, hard boiled, deviled, and so forth. Prepare the eggs as the children have requested (or at least a couple eggs). While you make the eggs, talk about all the different ways we can use eggs in cooking.

Sometimes eggs are what keep a batter together; sometimes we like to eat eggs on their own. We hard boil and decorate them at Easter time; we can fry, poach, scramble and do all kinds of things with them. Most people love cookies, which have eggs in them, and yet would never eat a raw egg by itself.

While you cook, talk to the children how this relates to discovering our gifts of ministry. Some of us have gifts that work just fine on their own (we can clean, serve, sing, play an instrument, preach), but some of our gifts are much better when combined with another's or several others' gifts. A great preacher is really only great if there are people listening to her or him. A song can be much richer with multiple instruments or voices. Many people can and prefer to serve fellowship hour on their own, but how much more enjoyable is the task if there are two or three in the kitchen working together and sharing stories. Explain to the children that part of discovering our gift of ministry is discovering how and with whom a gift is best shared. Just because you can play an instrument doesn't mean you are a very effective choir director. Someone might be very gifted at leading young children but be very uncomfortable working with youth or adults. Encourage the children to think about where, how, and with whom their gifts would be best used.

⑥ The Better Part—Or Is It Just Different?

Leader preparation: In the story of Mary and Martha the two sisters show typical sibling rivalry. Martha is busy getting dinner ready for her guests, while Mary is lounging at Jesus' feet listening to his stories. As you prepare the cinnamon rolls, it would be surprising if your entire group participated. If they are like any other group of children, some will do all the work while others get distracted. That's OK. Remind them of the story as you are preparing the rolls, and ask those who are distracted what they are getting from the story. Remind them that Martha's "distractions" actually produced a meal.

Supplies:

- "Cinnamon Roll Recipe," http://www.ehow.com/how_4686415_make-easycinnamon-rolls-minutes.html
- ingredients to make cinnamon rolls
- Bibles

Read the story of Mary and Martha in Luke 10:38–42. Invite conversation about the two sisters and how they feel about each other. Organize the group to be able to make the cinnamon rolls, and use the time of preparation for conversation about what it means to be a servant and to serve. Refer to the story often, asking the following questions.

- How was Jesus serving?
- How was Martha serving?
- What was Mary doing? Did it involve serving in any way?

As the cinnamon rolls bake, talk about how we discern our gifts of ministry. Be sure not to demean Martha's gift, but also emphasize that Jesus may have been trying to communicate that our gifts are different—not one better or more important than another, but just different. Once the rolls are done and cooled so that you can put the icing on them, talk about what the "icing" on our gifts might be. How can we share that with our church, beyond our church? One child at a time, go around the room and have the other children name a gift they see in that child, such as she makes us laugh, he's good in baseball, she's really smart, he's a good listener, and so forth.

Sending & Serving Activities

7 Serve It Up (Easy Preparation)

Leader preparation: When we think of sending and serving in the context of this workshop, our minds probably jump to serving dinner. Perhaps we think of a serving tray or of a restaurant with wait staff. We will use the analogy of serving food to talk about what it means to serve as a faith community. For this activity you may even consider dressing like a waitperson (even just putting on an apron will get the point across) and serving the learners something simple like a glass of water.

Note: All supplies for this activity are optional; you may decide to just have a conversation with your learners.

Supplies:

- serving tray
- apron
- glasses filled with water for each participant
- a bowl with ice cubes and a pair of tongs to serve them
- a pitcher for refilling the glasses
- marker and newsprint or whiteboard

If you choose to dress up and serve the learners, have them all sit at a table, and then serve each of them a glass of water. While you serve them, talk to the group about what it feels like to be served. Invite different members of your group to take turns serving one another. They can refill the water or add ice if you have it available. As they take turns being the server, ask them how it feels to serve someone else. Share with them that one of the main purposes (missions) of the church is to serve other people. Ask them to think of ways the church can serve people in your setting. Write their ideas on newsprint or a whiteboard, if possible, as they are shared.

If your church is very active in serving others, celebrate that as a gift of ministry. If you feel your church could do more talk to the children about what they think the church could be doing and make a plan to try to implement their ideas.

8 The First Pancake

Leader preparation: In order for us to discover what we do well, we often have to make a few blunders along the way. Someone applying for a newly formed position was advised, “Why don’t you wait. You don’t want to be the first pancake.” As most of us know all too well, the first pancake is often a flop. The griddle is either too hot or not hot enough. Be prepared to let the first pancake flop so you can discuss this with the children.

Supplies:

- pancake mix and needed ingredients for the mix
- syrup
- butter
- plates, forks, knives
- glasses
- orange juice or milk

Talk with the children about making pancakes. Ask them if they have ever seen the first pancake flop. Talk to them about how this is actually somewhat common since the griddle (frying pan) has to be the right temperature for the pancakes to cook just right.

Invite the children to take part in making the pancakes. As you make the pancakes, talk with the children about what they like to do and feel they do well. Did they do it well the first time they tried it? Talk about how even though the first pancake may flop, we still keep cooking them and eventually they all turn out pretty nice. Talk with the children about how important it is when we are discovering our gifts of ministry to try new things and not to be afraid to try them again if we don't do well at them in the first attempt.

This is also a good opportunity to talk with the children about how important it is to be supportive of others who may not succeed the first time they try something. Encourage them to think about this as they go into the next week. Ask the children how they can be supportive of others who may be trying to discern their gifts of ministry. Before you end the session, share a short litany with the children. It can be as simple as this: "[Name of child], don't be afraid to flop. Keep trying." The child can respond, "I'll flip my flops and keep using my gifts." Try to come up with something as a group that you can use together.

The Pyramid

Leader preparation: There has been quite a bit of news in recent years about the food pyramid and what it "should" and "shouldn't" look like. Go to the website "Food Pyramid," <http://www.choosemyplate.gov/>, where you can find a number of resources to use to talk to your group about the food pyramid and eating healthy. There are also resources for younger and older elementary children, depending on the age group you will have from week to week.

Supplies: None

Ask the group if they have heard of the food pyramid. Talk about how the pyramid was created to help people to know how to eat in a more healthy way. The pyramid doesn't omit food groups; it just has limits on some and encourages us to eat more of others. Ask the group what they think it means to eat healthy using the following questions.

- What would happen if we ate only sweets all day long?
- How would we feel if we ate only vegetables all day long?
- What are some of your favorite foods?
- What some of your least favorite foods?

Explain to the group that in the church we have a number of different "food groups," but we call them ministries. Ask the following questions.

- What would happen if everyone thought he or she should clean the church? (It would be clean, but what are some of the problems with that?)
- How would the service on Sunday morning feel if everybody wanted to sing a solo?
- What if nobody ever cared about the building and grounds?
- What if no one ever played music?

Reflect

What did you find to be the greatest gift in working with the learners in this setting? Did you discover you had hidden gifts for ministry? How are you going to continue the practice of discovering your gifts of ministry beyond this time with your group? How can you continue to help your learners to work on discovering their gifts of ministry?

Talk with the children about how important it is for everyone to use her or his gifts of ministry. All gifts, though they are very different, are needed. As you wrap up this activity, encourage the children to identify gifts in the people they see in your faith community and to somehow acknowledge that gift for that person. It can be as simple as saying “Thank you for using your gift.” Take time to go around the room and affirm a gift in each person. Perhaps you could say, “Keisha is a good listener,” and the children could respond, “Thank you Keisha for your gift.”

Attachment: Activity 3

Place Settings and Their Uses

Salad Plate	A chilled plate that preserves the salad longer The Church historian keeps the history going.
Bread Plate	A smaller plate that catches the bread crumbs The Sexton cleans up after the mess.
Soup Bowl	A bowl that keeps the soup from spilling. Sunday School Superintendent keeps things together.
Dinner Plate	A plate that holds the main meal The Pastor keeps everything together.
Dessert Plate	A plate reserved for the sweets The Fellowship Hour host provides hospitality.
Salad Fork	A fork with smaller/sharper tines to be able to catch the lettuce The Choir Director catches the singers.
Dinner Fork	
Dessert Fork	
Butter knife	A knife not too sharp so it can cut the butter without making a big mess
Dinner Knife	
Steak knife	A very sharp knife that can cut through tough meat
Soup spoon	
Tea spoon	
Water glass	
Wine glass	
Coffee/tea cup	
Saucer	

Discovering Gifts of Ministry



Workshop: Games

About this Rotation

Ministry is exciting, life-giving, participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal/intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop Leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, according to age range, group size, disabilities, or any other special needs of the group.
- *Shepherd*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with Shepherds to gear each workshop to the particular group of learners they will have this week.

The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop may have activities based on other scriptures that help us understand the importance of discovering gifts of ministry. Learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

About this Workshop

How often have you discovered something about yourself in an unexpected way? In this workshop children will have the opportunity to move their bodies and use their minds as they play games, figure out puzzles, strategize, and interact with one another. Through the use of games, children just may discover unexpected gifts of ministry.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

1 Samuel 3:1–10, 11–20
1 Corinthians 12

Leader Preparation

It is always fun to learn something while playing a game. In this workshop you will have a variety of games to offer to your learners—some pen and pencil, some get up and run around. In each of these games the goal is to help the learners, and yourself, to discover your gifts of ministry and to share them with your faith community.

Prayer: God of baseball and tennis, hockey and swimming, you have gifted us in so many ways. Some of us are great runners, while others of us prefer a bike or swimming pool. Some of us like to think and solve puzzles; others of us want to compete with someone else. Regardless, be with us as we gather to play these games. Help each

Exploring & Engaging Activities



1 What Is Your Gift? (Easy Preparation)

Leader preparation: In order to discover our gifts of ministry, we need know what we are good at and what those things others think we are good at doing. This activity has two parts. First, the learners need to go find other learners who think they have certain gifts. Then the learners go around and let others know what gifts they think others possess. Sometimes we don't even think to try to do something until someone else acknowledges seeing a certain gift in us.

Supplies:

- pencils or pens
- "Gifts I See in Others," Attachment: Activity 1a
- "Gifts Others See in Me," Attachment: Activity 1b

Introduce this activity by talking with the children about what it means to have gifts of ministry. Explain to them that sometimes the things we are really good at can be used for ministry. For example, people who are good at math are helpful in working on the church budget. People who love to cook can use their gift to serve dinners to people in need or at church functions. People who are good musicians can use their gift in worship and in other ways.

Hand out copies of "Gifts I See in Others." Tell the children that their task is to go around the room and find people to sign the different blocks on the sheet. They will need to find someone who is good at running long distances, or math, or reading, and so forth. When you have finished, ask them if they learned anything new about someone else in the group. When they are finished with this part of the activity—they may not find someone to fill each and every block, but one person can sign more than one block—tell them you are going to change things around a little bit. Hand out copies of "Gifts Others See in Me." This time they are to seek out other people and sign a block on the paper of the other person that

of us to discover our own gifts of ministry and lead us so we can share them with the world around us. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

they think describes that person well. In this part of the activity, they may have empty blocks, but they may also have several signatures in one or two blocks.

Ask the group what they learned about themselves through this activity. Wrap up by asking them how they think these different gifts can be used for ministry. Encourage the learners to be creative in thinking about how things we do in our everyday life may be the very thing we do to minister within the church.

2 Tug of Gifts

Leader preparation: When we get into a debate over which gifts are more important than others, we lose sight of how everyone’s gifts are important. In this activity you will look at the story of Mary and Martha and try to come to an understanding that neither one was “wrong.” Rather, they were each using their gifts differently.

Choose an open space where the children may play tug of war. Mark the middle of the space and about two feet on either side of the middle with pieces of painter’s tape. Tie a bandana or strip of fabric in the middle of the rope.

Supplies:

- Bibles
- long rope (about 9’)
- bandana or strip of fabric
- painter’s tape

Have someone read Luke 10:38–42. Spend just a few moments talking about Mary and Martha and how each felt about the other and the way each was treating Jesus. Ask the learners if they thought one was responding to Jesus’ presence better than the other.

Introduce the game of Tug of Gifts. Split the group into two teams as equally as possible. Name one team Mary and the other Martha, and tell them each team will have a phrase to shout as they pull. The group named Martha will shout, “Mary, make him dinner,” and the group named Mary will shout, “Martha, listen to him talk.” Have each team practice its phrase a few times so the group members can say it automatically. When you tell the groups to begin, you want them to tug and shout. Once the bandana or fabric strip goes over one of the tape marks on either side of the center, the game is over.

Of course there will be cheering and shouting, but after the group quiets down, ask them what they, as an entire group, accomplished by playing the tug of war. Ask them if everyone feels good about it or just one side. Explain to them that there are a lot of different ways to follow Jesus. Some like to study the Bible and listen to the Bible stories over and over again; others like to serve in other ways. Some, like Martha, prefer to serve dinners or take meals to people who are shut in.

There are a lot of different ways to serve. All the different ways we serve Jesus are important. When we get into a “tug of war” over who is serving better, we use a lot of our energy arguing rather than thinking of how we can use all of our gifts for the better of the whole community. Invite the children to think about each person’s particular gift of ministry and how they can use their gifts with others with very different gifts. Encourage them to talk with one another about sharing their different gifts for the common good.



3 Gifts of Ministry Puzzle

Leader preparation: Often we have gifts to share, but we just never thought of our particular skill as a gift. This word search borrows some of the language from 1 Corinthians 12, but also adds other gifts for the group to ponder.

Supplies:

- “Gifts of Ministry Word Search,” Attachment: Activity 3a
- “Word Search Answer Key,” Attachment: Activity 3b
- pencils
- Bibles

Have the group open their Bibles and take turns reading 1 Corinthians 12. Using the analogy of the body, ask the group to talk about the different gifts people have in the church and how they are valued. Hand out copies of the attachment “Word Search,” and invite the children to do the puzzle. When they have completed it, ask them if they thought any words were missing that should have been on the list. Invite them to take home their puzzles and to continue to think about what their gift of ministry might be and how they might learn to use it.

Discerning & Deciding Activities



4 Follow the Leader (Easy Preparation)

Leader preparation: This game is an old standby. You will want to have the children take turns being the leader. The goal is to talk about what it means to be a good leader and a good follower, because both are needed in every organization.

Supplies:

- open space

Invite the children to play a game of Follow the Leader. Pick a leader (or see who volunteers first to be the leader), and allow the play to go on for a few minutes. Depending on the size of your group, you may not be able to allow everyone to be the leader, but make sure several learners get a chance. Be sure to invite some of the more shy children. After you have played a couple of rounds, ask the children a few questions about the game.

- What makes the game easier or more difficult to play?
- If a leader isn’t very clear in the directions, does it go well?
- If the followers refuse to listen to the leader, does the game work?
- What would happen if no one wanted to be leader?
- What would happen if everyone wanted to be leader?

Explain to the children that when we talk about using our gifts of ministry, sometimes we may have to be a leader and sometimes it works better if we are a follower. Even the best leader may sometimes have to be a follower to allow someone else to use his or her leadership skills. Ask the learners if they can think of times when someone wanted to be the leader when it wasn’t that person’s turn. Talk with them about what that does to the other people involved in the group. Talk about different gifts of ministry and when those gifts could be used to lead and when they could be used to follow. Use music as an example: Sometimes one needs to lead and direct the choir. Other times one may need to follow and sing

or play an instrument while someone else leads. Encourage them to think about what each one's gift of ministry might be and the different ways that gift might be used.



5 Diamond Peak

Leader preparation: "Diamond Peak, Nevada, USA" has many facets and talking points. There is the beauty of the landscape, the sun shining so brightly and, of course, the snowboarder. Those who have had an opportunity to ski and snowboard know that they take different skill sets. In this activity you will talk about sports in general and how different sports take different abilities and apply this to discovering gifts of ministry.

Supplies:

- artwork: "Diamond Peak, Nevada, USA," <http://www.art.com/products/p13950276-sa-i2807680/diamond-peak-nevada-usa.htm?sorig=cat&sorigid=0&dimvals=0&ui=55eedd136d4049bcaab8f63c70afd3e3&searchstring=diamond+peak>

Show your group "Diamond Peak, Nevada, USA," and ask them to describe what they see. Allow time for them to really look at the picture. Often young eyes will see things the rest of us have missed. Ask them the following questions.

- What do you think of when you see the snowboarder?
- What do you think the snowboarder is thinking at this moment?
- Have you ever done this? If not, would you like to? If so, did you enjoy it?
- What kinds of ability does it take to do something like this?

Talk about all kinds of different sports. Ask: *What different abilities does it take to play basketball rather than tennis?* Explore this with the children for awhile. Then ask the group to think about the different people in the church and the gifts that they offer. Have them consider what different skills people have to do the different things they do. Ask the learners to describe what kinds of skills or abilities different people have that they share with the church.

As you move from this activity, invite the children to keep the image of "Diamond Peak" in their mind and to consider how it helps them understand their gifts and skills and how those might be used for ministry. If they are terrified to even try something like this, maybe they have a gift of being cautious. *How can we use that in the church?* If they would want to try this activity and get as high as they can in the air, they may be very adventuresome. *How can we use this gift in the church?*

6 Playground Fun

Leader preparation: Many congregations have daycares with playgrounds, and some churches are located close to a playground, so a "field trip" might be possible. If you are not in either of these settings, try to create a variety of games outside or make this into an exercise where you talk about what is on a playground.

Supplies:

- playground

Allow the children to run and play for about ten minutes (or longer depending on your time restrictions). After they have had time to play on the different playground equipment, bring them together to talk about their experiences.

- What did you like to do best and why?
- Is there certain equipment that is fun to play on all by yourself? What would that be?
- Are there times when it is better to have someone else to play with to make it more fun? What are those times?

Continue the conversation by having them share why they need someone else to play with sometimes while other times it is fine to be on the playground alone. When we talk about the faith practice of discovering our gifts of ministry, we talking about trying to figure out our gifts of ministry every single day, not just when we are at church. This means, even when we are busy playing on the playground, or at school, or at home, we are trying to practice using our gifts of ministry. Tell the learners that you hope they will find new ways every day to use their gifts of ministry in fun and creative ways.

Sending & Serving Activities

7 Calling for Samuel (Easy Preparation)

Leader preparation: The game “Marco Polo” is usually played in a swimming pool but can be adapted to an open space free of things to trip over and run into. The boy Samuel heard the call of God but mistook it for his mentor, Eli. This activity allows the children to move around and also to consider how Eli had to send Samuel out into ministry.

Supplies:

- Bibles
- blindfold
- open space

Have one person or several take turns reading 1 Samuel 3:1–10, 11–20. Invite the children to play a game like the swimming pool game “Marco Polo,” but instead they will substitute the names “Samuel” as the call and “Eli” as the response. Pick someone to be “It,” blindfold that person, and begin the game. The blindfolded person yells “Samuel,” and the rest of the group yells “Eli” as they scatter. The children responding must stop in place when “It” calls “Samuel” the first time and may only pivot on one foot. “It” tries to find the others by listening to their voices and then tags them. When “It” tags someone, that person becomes “It” and the play begins again. Play several rounds.

After you have played a few rounds of the game, have the children sit in a circle for a discussion.

- What do you remember about the Bible story we read?
- Who was Samuel and who was Eli?
- Who was really calling Samuel?
- When Eli realized what was happening what did he do?

Explain that Samuel was being called by God to use his gifts of ministry, but he needed Eli to help him understand his call.

- Who can we turn to who can help us understand our call?
- How might we be in a position to help others understand their call?

Tell the children that as we go from learning about this faith practice we will take these lessons with us and continue to seek our call to ministry and how we can use our gifts.

8 The Web of Life

Leader preparation: When the church is at its best, most people of the congregation are involved in ministry one way or another. This activity makes the point that no matter who we are or what gifts we have, we are part of the “web” that makes up the church.

Supplies:

- several skeins of yarn in different colors

Gather the children in a large circle with plenty of space between them. Explain to them that there are many ways to talk about our gifts, and there are a variety of gifts that each of us has. In this exercise they are going to emphasize that everyone is special. Give one child the end of the yarn and have that person throw it to someone else while saying the other person’s name and a gift in the other person. Once the children catch on to this activity and the yarn is passed around. Start a second skein with another child with the same instructions. You can do this with as many skeins as you like depending on the size of your group.

Once you get the group to stop throwing the yarn, have them look at the web they made. Emphasize how each child in the web is important and cherished and that you want to send them forth as a blessing to the church. As the children leave call them each by name and say, “[Name] you are a blessing.”

9 Tag, You’re Gifted

Leader preparation: Sometimes the best way to discover our gifts of ministry is to have someone point them out to us. In “Tag, You’re Gifted,” the children will play an old-fashioned game of tag, but before they can tag someone they have to think of a gift the person has. You will begin by having the children write everyone’s name on a piece of paper and then spend quiet time thinking of each person’s gifts.

Supplies:

- paper
- pencils

Have the children each take a piece of paper and a pencil and then sit in a circle. Go around the circle and have each introduce him- or herself and share one thing he or she loves to do. Have the other children write down that child’s name and what he or she names as a gift. You may need to help younger children with the writing. Then ask the children to sit quietly and think of other gifts members of the group have. If they are struggling with this, give them some hints. If someone loves to play basketball, suggest that he or she might be a good jumper or ball shooter. If someone loves to play a musical instrument, suggest he or she might be good at reading music or some other related musical activity.

When the children are done, introduce the rules of the game. No one is “It.” Rather, they will run around and try to tag one another, but they cannot tag someone without saying, “Tag, you’re gifted at . . .” As the leader you may want to participate to be sure each and every child is tagged at least one time. You can also encourage other children to tag someone who is not being tagged as often as others.

Reflect

Through all of the play were you able to discover your gift of ministry? How did the children help you come to a clearer understanding of you gifts? How did you observe the children getting to a clearer understanding of their gifts? Will it be possible to follow up with your learners and help them to continue discovering their gifts of ministry?

After the game, talk with the children about what it takes to acknowledge someone else's gifts. It takes serious thought. Encourage them to continue "tagging" people with their gifts as part of their gift of ministry.

Attachment: Activity 1a

Gifts I See in Others

I'm good. at singing.	I'm a good listener.	I'm good at playing basketball.	I help others with homework.	I help others feel included.
I'm good at science.	I'm good at video games.	I play a musical instrument.	I'm a good cook.	I'm good at running sprints.
I'm good at organizing things.	I'm good at playing soccer.	I'm very patient.	I'm good at reading.	I'm friendly, especially to new kids at school.
I'm kind to others.	I keep things neat and clean.	I'm good at math.	I'm good at running long distances.	I'm a good talker.

Attachment: Activity 1b

Gifts I See in Me				
I think you're good at singing.	You're a good listener.	I think you're good at playing basketball.	You're good at helping others with homework.	You help others feel included.
I think you're good at science.	I think you're good at video games.	You play a musical instrument well.	You're a good cook.	I think you're good at running sprints.
I think you're good at organizing things.	I think you're good at playing soccer.	You're very patient.	I think you're good at reading.	You're friendly, especially to new kids at school.
You're kind to others.	You're very neat and clean.	I think you're good at math.	I think you're good at running long distances.	You're a good talker.

Attachment: Activity 3a

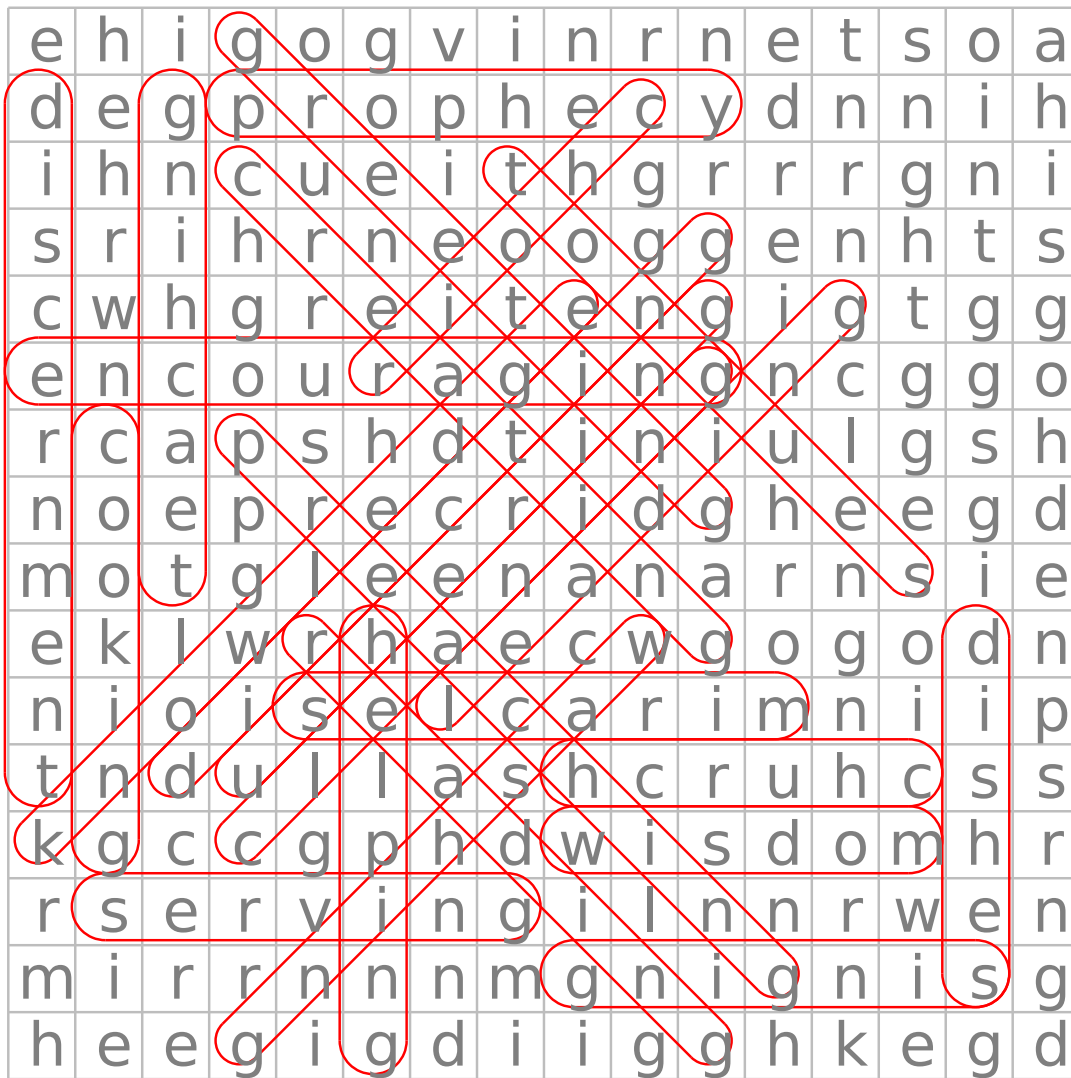
Gifts of Ministry Word Search

e	h	i	g	o	g	v	i	n	r	n	e	t	s	o	a
d	e	g	p	r	o	p	h	e	c	y	d	n	n	i	h
i	h	n	c	u	e	i	t	h	g	r	r	r	g	n	i
s	r	i	h	r	n	e	o	o	g	g	e	n	h	t	s
c	w	h	g	r	e	i	t	e	n	g	i	g	t	g	g
e	n	c	o	u	r	a	g	i	n	g	n	c	g	g	o
r	c	a	p	s	h	d	t	i	n	i	u	l	g	s	h
n	o	e	p	r	e	c	r	i	d	g	h	e	e	g	d
m	o	t	g	l	e	e	n	a	n	a	r	n	s	i	e
e	k	l	w	r	h	a	e	c	w	g	o	g	o	d	n
n	i	o	i	s	e	l	c	a	r	i	m	n	i	i	p
t	n	d	u	l	l	a	s	h	c	r	u	h	c	s	s
k	g	c	c	g	p	h	d	w	i	s	d	o	m	h	r
r	s	e	r	v	i	n	g	i	l	n	n	r	w	e	n
m	i	r	r	n	n	n	m	g	n	i	g	n	i	s	g
h	e	e	g	i	g	d	i	i	g	g	h	k	e	g	d

- choir
- church
- cleaning
- cooking
- creating
- directing
- discernment
- dishes
- encouraging
- greeting
- helping
- knowledge
- leading
- miracles
- preaching
- prophecy
- reading
- serving
- singing
- teaching
- tongues
- ushering
- washing
- wisdom

Attachment: Activity 3b

Word Search Answer Key



- choir
- church
- cleaning
- cooking
- creating
- directing
- discernment
- dishes
- encouraging
- greeting
- helping
- knowledge
- leading
- miracles
- preaching
- prophecy
- reading
- serving
- singing
- teaching
- tongues
- usher
- washing
- wisdom

Discovering Gifts of Ministry



Workshop: Music

About this Rotation

Ministry is exciting, life-giving participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal/intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop Leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, according to age range, group size, disabilities, or any other special needs of the group.
- *Shepherd*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with Shepherds to gear each workshop to the particular group of learners they will have this week.

The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop may have activities based on other scriptures that help us understand the importance of discovering gifts of ministry. Learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

About this Workshop

Music is a gift from God, whether it is voice or instrument, rhythm or beat, or even just the enjoyment of a “joyful noise.” It is a gift given to us for our own pleasure and a gift we share with others. Music engages people of all ages and all abilities. Lyrics may help children learn stories of our faith. Movement may accompany music, allowing children to feel music in their bodies and express beat and rhythm. In this workshop children will have the opportunity to use music to praise, reflect, communicate, heal, and possibly discover and use some of their own gifts of ministry in this area.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

1 Samuel 3:1–10, 11–20
Isaiah 49:1–7

Leader Preparation

Having a variety of musical instruments available will help in this workshop. Anytime the children are asked to learn a song, the instruments can be introduced and used to let them participate in the music. There are also opportunities to dance. For those children who feel self-conscious, try to encourage them to just use their bodies to move—it doesn't necessarily have to go with the music. Have them think of the words and what movements they can create. Relax and have fun, experience the joy the music offers.

Exploring & Engaging Activities



1 Simple Gifts (Easy Preparation)

Leader preparation: This is an easy song to sing, and the melody encourages movement. Be prepared to teach the song to the children, and then encourage them to dance to it. Write the lyrics to “Simple Gifts” on a sheet of newsprint or whiteboard. Obtain a recording of the song.

Supplies:

- song: “Simple Gifts,” Shaker song (tune: Simple Gifts), <http://www.youtube.com/watch?v=fYi9Vr8bHJY>
- “Simple Gifts, Attachment: Activity 1
- prepared newsprint or whiteboard with “Simple Gifts” lyrics
- music player

Talk with the children about how God gives each of us gifts of ministry and our task is to try to figure out what those gifts are. Tell them that in this workshop they will use music to help discover their gifts. It is possible that their gift will not be related to music at all; we are just using music to help us to discover their gift.

Play a recording of the song “Simple Gifts.” Share the words with the children, either from the attachment or the newsprint you posted. Teach them the words. After you have sung the song a few times together, invite the children to dance to the music as you sing it together or listen to the recording.

Talk about how dance may not be always set to music, but our life can be a dance. We are always trying to find ways for our dance to match the “music” God gives us.

Prayer: *God of lute and harp, organ and piano, guitar and xylophone, you create music in our lives every day simply by being present with your love. Help us to dance to the tune we hear from you and help me to bring out the best in each of these children as they discover their gifts of ministry through music. Amen.*

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

② The Summons

Leader preparation: Exploring our gifts of ministry often comes when someone asks us to do something. Familiarize yourself with the song “The Summons,” paying attention to the questions asked in the song.

Supplies:

- computer with Internet access
- digital projector
- song: “The Summons” by John Bell (tune: Kelvingrove), <http://www.youtube.com/watch?v=V0aAkOe87mo&feature=related>

Show the video “The Summons” for the group. Teach the children at least the first verse. Perhaps you can make it more interactive by adding their names to it as you sing. “Will you come and follow me if I but call your name [insert names one at a time].” As you learn the song with your group, have the children respond to the questions raised throughout the verses.

③ El Shaddai

Leader preparation: Liturgical dance has seen resurgence in our congregations in recent years. It is important to impress upon children that liturgical dance is not about trying out the latest pop moves, but rather finding a way for our movement to reflect the words of the song and our respect and love for God. The Supplies list below includes a YouTube recording of one song and some suggestions for moves, but feel free to be creative and use whatever works best for you.

Supplies:

- computer with Internet access
- digital projector
- video: “El Shaddai” by Amy Grant, <http://www.youtube.com/watch?v=DuxB1a3NBCw>
- video: sample liturgical dance to “El Shaddai,” <http://www.youtube.com/watch?v=cfBMPZOjslY&feature=related>

Introduce the concept of liturgical dance to the children. Explain that this is a form of worship where we express our faith through the movements of our bodies set to music. Show the children both videos, and ask them to listen closely to the words and think about what kinds of movements they would use to reflect the meaning of the words. Remind them that this is something that is done in worship and should be respectful. Allow the children to do some “freelance movements” with the music to get their bodies moving. Be sure to tell the children that El Shaddai is a name for God, so they should think of how they would move to show respect for God. You won’t have time to go through movements for the whole song, so focus on actions for God. Perhaps some children could bow down while others lift their arms to the sky. Tell the children that there are many ways to express our love for God, for some people it is easier to use motions and for others it is easier to use words. Liturgical dance tries to bring the two together.

Discerning & Deciding Activities

4 Using Our Voices (Easy Preparation)

Leader preparation: The voice is an instrument, but not only when we sing. Every time we use our voices we are using a beautiful instrument that God has given us. Isaiah was asked to use his instrument to share some difficult words with his people. This text can be difficult, especially for young readers. You may want to spend time with it so you can tell the story rather than reading it to them. You may want to read Isaiah 6:1–13 to get a sense of what Isaiah’s call to ministry was so you can share that too.

Supplies:

- Bibles
- markers and newsprint or whiteboard
- pens

Depending on your group, either read the story of Isaiah 49:1–7 or tell the children what the story is about. Explain that Isaiah was called from the very beginning to be a prophet, which means he was called to tell people what God wanted them to hear. Sometimes, especially when we haven’t been very faithful, the word God wants us to hear might not seem very kind. Isaiah had to say some very difficult words to the people. Ask the group if they can think of any situations where someone had to tell them something they didn’t want to hear.

- Describe a time when you did something wrong. What was said to you about it? How did you feel about it?
- Describe a time when someone told you something you didn’t want to hear but it ended up protecting you from danger.
- Describe a time when you did something wrong and wished someone had told you not to do it or how to do it differently.

Talk with the children about how their voices are a gift of ministry. They use their voices not only when they sing but also when they talk, and sometimes the words they use are a gift to the person hearing them. Ask the children to think of things they might say to one another that would be considered a gift of ministry. List their words on newsprint or a whiteboard as they say them. Choose one or more of their ideas and create a chant for the children to say together. You might use this three-question pattern:

What’s your name? (Response)
 (clap, clap)
 What’s your gift? (Response)
 (clap, clap)
 Where do you use it? (Response)
 (clap, clap)

5 Let’s Make Some Music

Leader preparation: It is said that variety is the spice of life. Gathering together to make musical instruments may allow the children to discover where they have some hidden musical talent. The attachment “Homemade Instruments Ideas” provides three options for simple instruments you can make in a short time. For more ideas, visit the website “Homemade Musical Instruments,” <http://familyfun.go.com/crafts/crafts-by-type/music-instruments/musical-instruments/>.

Supplies:

- “Homemade Musical Instruments,” Attachment: Activity 5
- any supplies necessary for each instrument

Ask the children if they have a favorite musical instrument. Share with them that when most of us think of the gift of music, we think of the performer using the instrument, whether it be the voice or some other instrument. However, someone has to make those instruments, and makers of fine instruments take great pride in their work. Invite the children to make a musical instrument. Give the children a choice of making one of the three instruments. While they are busy making their instruments, explain to them that they are using a special gift of ministry by creating something that can be used by others or themselves.

When the instruments are finished, encourage them to take turns playing their instruments and to listen to one another. Perhaps they can trade off with someone else and see how another instrument is working. Invite each learner to take his or her instrument with home as a reminder to think about what his or her particular gift of ministry might be and how that can be developed.

⑥ Lord of the Dance

Leader preparation: The song “I Danced in the Morning” uses the familiar tune “Simple Gifts” to relay the story of Jesus’ life, death, and resurrection. It is a beautiful way to share the story and reminds us that there are many ways to tell the story of our faith. If we use our gifts, we may find even more creative ways to share it. Write the lyrics of “I Danced in the Morning” on a sheet of newsprint or whiteboard.

Supplies:

- computer with Internet access
- digital projector
- song: “Lord of the Dance Hymn,” <http://www.youtube.com/watch?v=wwdmqM3pc68>
- lyrics: “I Danced in the Morning” by Sidney Carter (tune: Simple Gifts), <http://www.oremus.org/hymnal/i/i037.html>
- prepared newsprint or whiteboard with “I Danced in the Morning” lyrics

Show the group the video “Lord of the Dance Hymn.” Point out to the children how the writer of the lyrics, Sidney Carter, chose an easy tune to tell us the story of Jesus’ life, death, and resurrection. Explain that some might find it odd to be talking about Jesus’ death with such peppy music, but that the message of Jesus’ life is centered in the resurrection. Display the words and have them sing with the music.

Show the video “Lord of the Dance Hymn” again, and encourage the children to dance along with the music focusing on how one would dance if Jesus is directing you. This isn’t to say there is a right way or wrong way to dance; it is to say we are using our dance as a gift of ministry.

If you used Activity 1 and learned the words to “Simple Gifts,” talk about how the same tune can have very different words. Have a conversation with the children about how we may share the same gifts of ministry as someone else but we may use them differently. Encourage them to think about their particular gifts and how they might be able to use them.

Sending & Serving Activities



7 One Spirit of Love (Easy Preparation)

Leader preparation: Review the lyrics and music to the song “One Spirit of Love,” and make your own list of gifts for ministry. Think about the members of your group and how you might encourage them to be creative when thinking the many gifts we have for ministry.

Supplies:

- Bibles
- song: “One Spirit of Love” by Paul B. Svenson (©1987/2011 Dad’s Song-book Music LLC. All rights reserved. Used by permission, www.dadsong-book.com), <http://www.youtube.com/watch?v=jBg80JaNJ1M>
- “One Spirit of Love,” Attachment: Activity 7
- markers and newsprint or whiteboard

Read 1 Corinthians 12 to your group, or take turns having each person read a verse or two. Hand out copies of the sheet music to “One Spirit of Love,” and ask for volunteers to read aloud each verse. Ask the group if they can think of other gifts that might be used for ministry beyond the ones listed in the Bible. List their ideas on newsprint or a whiteboard. After you have your list, explore with the children if there are any other gifts they can think of to share. They may or may not be able to add to the list. Affirm for the children that there is no one list of gifts, but every day we discover new gifts we have and how we can use them for ministry.

8 Live So God Can Use Me

Leader preparation: Become comfortable with the song “I’m Gonna Live So God Can Use Me” and the story of Mary and Martha in Luke 10:38–42. Mary and Martha both lived in ways that God could use them; they just may not have recognized it in each other.

Supplies:

- Bibles
- computer with Internet access
- digital projector
- song: “I’m Gonna Live so God Can Use Me” African American spiritual (tune: I’m Gonna Live), http://www.hymnary.org/text/im_gonna_live_so_god_can_use_me?tab=about or <http://www.youtube.com/watch?v=ACoBT0TwaTE>
- (optional) instruments
- markers and newsprint or whiteboard

Have someone read Luke 10:38–42. Talk with the children about how Mary and Martha may have had different gifts for ministry. Have them make a list of the gifts they are able to identify in each of the women. Introduce the song “I’m Gonna Live So God Can Use Me.” Show the children the video “I’m Gonna Live So God Can Use Me.” Sing the song one time together as a group. Talk about the different verbs (action words) that are used (“live,” “work,” “pray,” “sing”). Ask the group to think of other words that could be used in their place (“read,” “dance”). Encourage the learners to be creative.

Sing the song again using some of the words on the list created by the children. Talk about how all of these words are actually gifts of ministry and that when we use our gifts of ministry in our everyday life (living so God can use us), we are practicing discovering and using our gifts of ministry. Sing the song a third time, inviting the children to take turns coming up with even more words and using some of the instruments if you have them available. Encourage the children to think about this song throughout the week and to concentrate on how they can live so God can use them.



9 Sharing Our Gifts

Leader preparation: One of the greatest gifts anyone can give to another is being a mentor. Mentors encourage us, are patient, and thrive when they are able to see someone else grow. Read the story of Samuel and Eli in 1 Samuel 3:1–20. Obtain the artwork “Banjo Lesson” by Henry Ossawa Tanner, and spend time studying it. Allow the artwork and the scripture to speak to you so that you can find ways to speak to your group. Have a variety of instruments available that you can teach the children how to use them. They can be as simple as drums and maracas. You can share different techniques for using them.

Supplies:

- Bibles
- artwork: “Banjo Lesson” by Henry Ossawa Tanner, <http://www.art.com/products/p10286254-sa-i677605/henry-ossawa-tanner-the-banjo-lesson.htm?sorig=cat&sorigid=0&dimvals=0&ui=6ce32fa19f9d47aaa58758970c9f0162&searchstring=banjo+lesson>
- musical instruments

Take turns reading the story of Samuel and Eli in 1 Samuel 3:1–20. Talk to the children about the special relationship between Eli and Samuel.

- What did Eli do for Samuel?
- What did Samuel do for Eli?
- How did Eli help Samuel discover his gift of ministry?

Show the children “Banjo Lesson” by Henry Ossawa Tanner, and generate a conversation about the picture.

Reflect

How has music helped you discover your gifts of ministry? Have your gifts always been directly related to music or have you found other ways to use your gifts? What role does music play in your life and how will you continue to use it to discover your gifts?

- What could be happening in this picture?
- What might be the relationship between the man and the boy?
- What gifts do you think are being shared?

Bring out the instruments and have the children pick one they want to use. Allow them to experiment with them, but make sure to take some time to show them the different ways the instruments can be used. Talk to them about it is important to discover our own gifts of ministry, but it is also important to find ways to share our gifts so others can discover their gifts of ministry. Encourage them to find ways during the coming weeks to share a gift they have with others.

Attachment: Activity 1

Simple Gifts

'Tis the gift to be simple, 'tis the gift to be free
'Tis the gift to come down where we ought to be,
And when we find ourselves in the place just right,
'Twill be in the valley of love and delight.
When true simplicity is gain'd,
To bow and bend we shan't be asham'd,
To turn, turn will be our delight,
Till by turning, turning we come 'round right.

Joseph Brackett, Jr., 1848



"Simple Gifts" was written by Elder Joseph Brackett in 1848 while he was at the Shaker community in Alfred, Maine.

Attachment: Activity 5

Homemade Musical Instruments

Bottle Flutes

Supplies:

- plastic water bottles
- water

Fill the bottles at different levels, and have the children blow into them like a flute. The pitch will be higher or lower depending on the level of water in the bottle.

Drums

Supplies:

- any plastic container with the lids (containers for tennis balls, coffee, ice cream, frozen whipped topping, and so forth)
- (optional) plastic beads

Once you have the container and the lid, all you need to do is beat on it like a drum. If you add plastic beads to it, you have a maraca of sorts.

Noise Maker

Supplies:

- wire bound notebook
- wooden pencil (preferably unsharpened)

Simply take the pencil and slide it up and down the spiral binding.

Attachment: Activity 7

One Spirit of Love

♩ = 89
Muted strum
Light Reggae Feel

Paul B. Svenson



1. Ma - ny are the won - ders of God ma - ny
2. Some will be the tea - chers of life some the
3. Li - ving as the bo - dy of Christ and the



doors o - pen wide ma - ny roads that are still un -
prea - chers of love some the fa - thers and some the
heart of the earth and the hands that will break new



tra - veled Ma - ny are the gifts that we share
mo - thers Some will be the ones who will care
gro - und Cel - e - brate the gifts from with - in



ma - ny bur - dens we bear ma - ny
some will li - sten and share serv - ing
now its time to be - gin God's -



my - ster - ies still un - ra - veled
God as they serve each - o - ther
peo - ple can turn the world a - rou - nd now!



CHORUS Ma - ny gifts One spi - rit of love one spi - rit of love



Ma - ny gifts One spi - rit of love one spi - rit of love

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Discovering Gifts of Ministry



Workshop: Science

About this Rotation

Ministry is exciting, life-giving, participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal/intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop Leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, according to age range, group size, disabilities, or any other special needs of the group.
- *Shepherd*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with Shepherds to gear each workshop to the particular group of learners they will have this week.

The focus story for this rotation is Luke 10:38–42. At least one activity in each workshop is developed around this story. Each workshop may have activities based on other scriptures that help us understand the importance of discovering gifts of ministry. Learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

About this Workshop

Nature, in all its forms from the highest peaks to the littlest ants scrambling across a sidewalk, is a gift from God. Science, too, is God's gift to humanity as people have been gifted to discover and invent ways of knowing and understanding the world around us. In this workshop children will have the opportunity to explore the natural and physical world, affirm nature and science as gifts of God, and possibly discover and use some of their own gifts of ministry in this area.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

Philippians 4:1–13

Jeremiah 15:15–21

Mark 1:14–20

Leader Preparation

Look through all the activities and choose those that you will feel most comfortable leading. Think about all the things that happen in nature and in the science lab that can be related to human beings using their gifts of ministry to make things happen. Each of these activities tries to bring together nature and science in a way that will help learners think about their gifts of ministry in different ways.

Prayer: God, who created the entire world and has gifted us to continue the creation, be with me as I lead these children. Each of them has a gift of ministry to share, help

Exploring & Engaging Activities



1 Make a Face (Easy Preparation)

Leader preparation: This is a fun little trick. Sprinkle pepper into a bowl of water and then put a drop of liquid dish soap into the middle. This also works to have a little dish soap on the tip of your finger and touch the top of the water. The pepper will scoot to the side of the dish.

Supplies:

- Bibles
- bowl of water
- pepper
- liquid dish soap

Read Jeremiah 15:15–21 to the group. Talk about how the people in Jeremiah's time would gather in the marketplace and talk and share the stories of their lives. While you tell this to the children, have the bowl of water in front of you and talk about how the bowl represents the marketplace. While telling the children that the people like to gather, have one of them sprinkle the pepper in the water to represent all the people coming to the water. Tell them that Jeremiah liked to go there to talk to the people about being more faithful to God. Have someone put in a drop of dish soap in the water, and tell them the soap represents Jeremiah at the marketplace. Explain to the children that the people did not like what Jeremiah had to say, so they would then scatter leaving Jeremiah all alone. Ask the children the following questions.

me to lead them to develop their particular gifts so they might be inspired to share with others. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

- How would you feel if you were Jeremiah?
- Why do you think the people didn’t want to listen to him?
- Jeremiah stayed faithful to God. Do you think you could do that if everyone didn’t like you? Why or why not?
- What do learn from this story of Jeremiah about our gifts of ministry?

② Who Needs Bacteria?

Leader preparation: Go to the website “Science Games for Kids: Microorganisms” and read about microorganisms. Familiarize yourself with the game at the bottom of the page. Our society seems to be obsessed with antibacterial soap, but some bacteria is good. This activity may help us understand that even people who “bug” us have gifts to share.

Supplies:

- computer with Internet access
- digital projector
- website: “Science Games for Kids: Microorganisms,” <http://www.sciencekids.co.nz/gamesactivities/microorganisms.html>

Talk with the group about people who they really like but who may have one habit that annoys them. You can also ask the question the other way around: Who is someone you don’t really care for but you have to admit that person does something really well. Show the children the website “Science Games for Kids: Microorganisms,” and tell them about microorganisms. Talk about how we often try to avoid bacteria, but sometimes bacteria is necessary for good things to grow. As a group, play the game identifying sources of bacteria.

Ask the children what this might have to do with gifts of ministry. Share with the group that some of us might find someone else annoying or a particular aspect of their personality annoying, but it can be very useful as a gift of ministry. Someone who seems to be too pushy always seems to get things done. Somebody who is quiet and shy may be a very good listener. Invite the children to think of other examples. Encourage them to think of all their gifts that are really very good gifts of ministry.

③ Oil and Water (and a little Dish Soap)

Leader preparation: There are sometimes when we observe a situation and think, “This will *never* work,” but then someone steps in with a new idea and things come together. This experiment begins just not working, but as you add the dish soap you will see things “come together.” Familiarize yourself with the experiment at the website “Science Games for Kids: Mixing Oil and Water” (<http://www.sciencekids.co.nz/experiments/oilandwater.html>). You may use several pitchers of water, coloring each one differently and let the children choose the color they want.

Supplies:

- small soft drink bottle, for each child
- pitcher(s) of water
- food coloring
- 2 tablespoons of cooking oil, for each soft drink bottle
- dish washing liquid

Talk to the group about difficult situations using the following questions.

- Do you know of two people who can *never* get along? Don't name the people, but what is that relationship like?
- What are some situations that seem impossible?
- How does it feel when it seems like you just can't do things?

Mix a few drops of food coloring into the pitcher of water giving it a definite color. Pour about 2 tablespoons of the colored water and then 2 tablespoons of cooking oil into each small soft drink bottle. Have the children screw the lids on tight and shake their bottles as hard as they can. Then put down the bottles and have a look. It may have seemed as though the liquids were mixing together, but the oil will float back to the top.

Ask the children what they think is happening. Explain that although water often mixes with other liquids to form solutions, oil and water do not mix. Water molecules are strongly attracted to each other; this is the same for oil. Because they are more attracted to their own molecules, they just don't mix together. They separate and the oil floats above the water because it has a lower density.

Have each child add a few drops of dish liquid to their bottle. Explain that dish soap is attracted to both water and oil. It helps them all join together and form something called an emulsion. This is why dish soap can clean greasy dishes. The soap takes the oil and grime off the plates and into the water.

Explain to the children that our gifts of ministry can be a lot like this. We might clash with someone else, but there might be a third person who helps us work together. Talk about how the third person (the dish soap) has an important gift of ministry and how maybe they are that person. Encourage them to consider how they can be the dish soap and how that can be their gift of ministry.

Discerning & Deciding Activities

4 Go for a Walk (Easy Preparation)

Leader preparation: Plan a walk outdoors, if possible, where the children make take note of nature. If this is not possible, find windows that the children may use.

Supplies: None

Take a walk outside with your group. If this is not possible, have them look out a window. Ask the learners to take note of everything they see: birds, plants, soil, everything to do with nature. When you return to your space, ask the group to talk about what they saw and the different purposes each of the birds, plants, and elements have. Talk about what it would be like without any one of the different parts of nature. Talk about how that is a lot like our gifts of ministry. No one has all the gifts and if any one gift is missing our community is diminished.

5 Change It Up a Little

Leader preparation: When we use the same people over and over to do things in the faith community, two things can happen: (1) They can burn out and not want to serve any more. (2) They can get the feeling that they aren't needed and stop volunteering or even showing up all together. In this activity you're going to talk about

crop rotation and make the link about how it is like rotating people on boards and committees in order to help folks develop different gifts and to give the faith community new ideas to work with. If you are unfamiliar with farming or crop rotation, you can check out the website “Crop Rotation” to give you more information (<http://www.tutorvista.com/content/biology/biology-i/sustainable-agriculture/crop-rotation.php>).

Supplies: None

Ask the children what they know about crop rotation. This discussion may vary depending on the age of your group and your geographical location. Explain what you know or what you learned from the website “Crop Rotation.”

Talk about how it feels when someone else gets to do everything. You could relate this to school. Is there a teacher’s pet, or do the teachers try to give everyone a chance to do things? Explain that sometimes, when people are really good at something, others will tend not to volunteer because they don’t feel as qualified as others. Ask them how it would feel if the same people were the only ones allowed to be ushers or soloists or greeters. Talk to them about how it is really important to use our gifts of ministry, but it also important to help others use their gifts of ministry. Encourage a discussion that helps them understand how important it is to give everyone a chance to share their gifts of ministry, and to try things they may not feel as good at because it might help them develop a gift of ministry.

⑥ Be the Yeast

Leader preparation: The yeast’s function in baking is to ferment sugars present in the flour or added to the dough. This fermentation gives off carbon dioxide and ethanol. The carbon dioxide is trapped within tiny bubbles and results in the dough expanding, or rising. Familiarize yourself with the experiment at the website “Yeast—Air Balloons.”

Supplies:

- Bibles
- website: “Yeast—Air Balloons,” <http://www.exploratorium.edu/cooking/bread/activity-yeast.html>
- 1 packet of active dry yeast
- 1 cup very warm water (105°–115°F)
- 2 tablespoons sugar
- large balloon
- small empty water bottle (1 pint to 1 liter)

Have someone read Luke 10:38–42 to the group. Share with the group that a very common food, both in biblical times and today, is bread. Talk about how bread is made. If no one mentions yeast, be sure to talk about yeast and the role it plays in helping the bread to rise. Share with the group some of the things you learned about yeast from the website “Yeast—Air Balloons.”

Follow the directions from the website to do the experiment with your group. Talk with them about the importance of yeast in baking bread. Ask them what correlations to discovering our gifts of ministry there might be using the following questions.

- What does it mean for us to be yeast?
- How can we use our “yeast” to help others grow in using their gifts?
- What happens if we don’t use enough yeast? Too much?

Encourage the children to think about this experiment over the next week and to consider how they might be yeast in your faith community. Encourage them to think of ways they can use their yeast and thereby use their gift of ministry.

Sending & Serving Activities

7 Gone Fishing (Easy Preparation)

Leader preparation: Familiarize yourself with Mark 1:14–20. Be prepared to talk with the children about how the disciples left behind their fishing nets and families to follow Jesus.

Supplies:

- Bibles

Talk with the children about their experiences of fishing. Ask them what they use to go fishing, such as a net, a pole, or other tools. Relay the story in Mark 1:14–20 about Jesus encountering Simon and Andrew, and then James and John fishing and how he called them. Read the story to your group. Ask them the following questions.

- What do you think Simon and Andrew first thought when they saw Jesus?
- What do you think the father of James and John thought when they left him with a net that needed mending?
- What might it be like if you were in a similar situation?
- What would Jesus have to say to you to make you leave your family and livelihood behind to follow him?
- Do you think this ever happens to people today? Do you think they leave their families to follow Jesus? Why or why not?

Talk with the children about what it means to follow Jesus. Encourage them to think about ways they could follow Jesus by using their gifts of ministry. Send them on their way to use their gifts to serve your community of faith.

8 Go and Be Baking Soda

Leader preparation: Familiarize yourself with the following two websites, “Baking Powder and Baking Soda” and “25 Amazing Uses for Baking Soda You’ve Never Thought Of.” You’ll need to tell the children about baking soda.

Supplies:

- website: “Baking Powder and Baking Soda” <http://joyofbaking.com/bakingsoda.html>
- website: “25 Amazing Uses for Baking Soda You’ve Never Thought Of” http://www.associatedcontent.com/article/14781/25_amazing_uses_for_baking_soda_youve.html
- water
- measuring cups and measuring spoons
- locking plastic sandwich bags
- paper towel
- baking soda
- vinegar
- “Bubble Bomb,” Attachment: Activity 8

Ask the children if they have ever used baking soda and what they have used it for. Ask them if they know what it does and why it is so important. Share with them what you know or learned about baking soda. Talk with them about what would happen if you didn't use it in recipes that call for it. Explain that in the church we are like baking soda. When we don't use our gifts fully things start to flop. If everyone uses their gifts of ministry to their best potential, it keeps the community healthy and whole. Encourage the children to think about their "baking soda" and how they are going to use it.

Use the attachment "Bubble Bomb" to do the experiment with the children. While you are cleaning up, explain that in order for the church to have vital ministry someone has to be the baking soda to keep things active. Have them think about how they can be the baking soda in their church.



9 Planting Seeds

Leader preparation: Spend time studying the artwork "Farm Garden and Sunflowers" (c.1912) by Gustav Klimt. Identify as many flowers as you can. Think about the package of seeds used to create such a garden. How many different varieties were in it? As you prepare to explore this painting with your group, think about what seeds need to be planted for them to grow in their faith. Also spend a few moments with Philippians 4:1–13. Notice how Paul talks about Euodia and Syntyche. He talks about them "struggling" (RSV says "laboring") beside him. He also encourages them to "be of the same mind in the Lord." This presumes that they may have struggled a bit together, so you may want to talk about what it means to work together.

Supplies:

- Bibles
- artwork: "Farm Garden with Sunflowers" by Gustav Klimt, <http://www.art.com/products/p15177883-sa-i3715775/gustav-klimt-farm-garden-with-sunflowers-c1912.htm?sorig=cat&sorigid=0&dimvals=0&ui=55eedd136d4049bcaab8f63c70afd3e3&searchstring=klimt+farm+garden+with+sunflowers> flower seeds (preferably wild flowers)
- potting soil
- small pot for each child
- garden tools

Spend time with your group looking at "Farm Garden with Sunflowers" by Gustav Klimt. Ask them what they all see in the picture. Ask: *What do you think the picture would look like if there were just one kind of flower?* Read to the group or have someone read Philippians 4:1–13. Talk about how Paul is at the end of his journey, and he is encouraging others to continue the ministry and mission of Jesus Christ. Notice how he writes about encouraging Euodia and Syntyche who have worked with Paul. Talk about gardens, asking the children what makes gardens grow and what inhibits their growth.

Hand out the materials to plant the seeds. While the children plant their seeds, talk about how the church is like a big garden of God's people. We don't want to all be exactly alike because we would be missing the beauty of our different abilities. Sometimes, when we quarrel we are the weeds of the garden. Although we don't literally pluck people out of the church, we do need to help one another pluck out our unhelpful behaviors. Sometimes we need to take the time to "water" one another, to feed one another so that we can grow in our faith. Sometimes we

Reflect

What were the new learnings for you as you encountered these activities? How were you able to use your particular gifts to lead your group to discover theirs? How can you continue to grow and use your gifts? How can you continue to encourage others to use their gifts of ministry? Think about how you touched the lives of the children in your group and count your blessings for this opportunity to serve and served.

need to speak the truth in love to help one another grow in our faith. Whether we are watering the plants or weeding the garden, we are using our gifts for the health of the community.

As you finish up, talk to the children about what their particular gift is and how we can help them “water” it. Encourage each learner to take home her or his plant and to care for it, but also to think about how each person can help others discover their gifts of ministry and use those gifts.

Attachment: Activity 8

Bubble Bomb

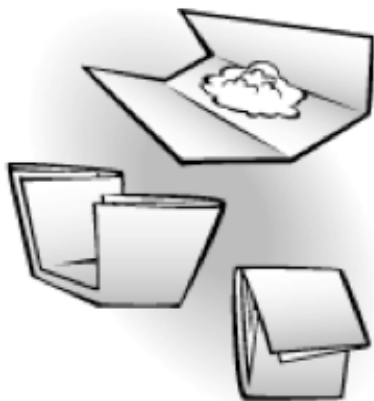
Using baking soda and vinegar, you can pop a plastic bag with the power of fizz.

Supplies:

- water
- measuring cups and measuring spoons
- locking plastic sandwich bags
- paper towel
- baking soda
- vinegar

Procedure:

1. Figure out where you want to explode your Bubble Bomb. Sometimes the bags make a mess when they pop, so you may want to experiment outside. If it's a rainy day, you can explode your Bubble Bombs in the sink.
2. It's very important to use a bag without holes. To test the locking bag, put about half a cup of water into it. Zip it closed and turn it upside down. If no water leaks out, you can use that bag. Unzip it and pour out the water. If the bag leaks, try another one. Keep testing bags until you find one that doesn't leak.
3. Tear a paper towel into a square that measures about 5" x 5". Put 1½ tablespoons of baking soda in the center of the square, then fold the square as shown in the picture, with the baking soda inside. This is your "time-release packet."



Attachment: Activity 8 *(Continued)*

4. Pour into your plastic bag: $\frac{1}{2}$ cup of vinegar, $\frac{1}{4}$ cup of warm water
5. Now here's the tricky part. You need to drop the time-release packet into the vinegar and zip the bag closed before the fizzing gets out of control. You can zip the bag halfway closed, then stuff the packet in and zip the bag closed the rest of the way in a hurry. Or you can put the time-release packet into the mouth of the bag and hold it up out of the vinegar by pinching the sides of the bag. Zip the bag closed and then let the packet drop into the vinegar. One way or another, get the packet in the vinegar and zip the bag closed.
6. Shake the bag a little, put it in the sink or on the ground, and stand back! The bag will puff up dramatically and pop with a bang.

Discovering Gifts of Ministry



Workshop: Video

About this Rotation

Ministry is exciting, life-giving participation in what God is doing in the world. We are people created in the image of God and each uniquely gifted and called to carry out our Creator's ongoing work. As we uncover and discover our gifts of ministry, we discern God's mission for our lives as individuals and in community with one another. Discernment is a life-long process as our gifts of ministry may emerge and evolve or shift and change over time. Our gifts bring both joy and challenges to our lives. The opportunity to minister with God in this world is a gift God gives to us.

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About this Workshop

Video is a prevalent form of capturing moments and memories for this generation of children and youth. From soccer games to dance recitals, they may see folks on the sidelines or in the audience with a video camera or phone camera. In this workshop the children will be both subject and object. They will be the actors and the directors, using video to capture the world around them. The children will have the opportunity to explore the uses of video that may lead them to a deeper understanding of God in our midst.

BIBLE FOCUS STORY:

Luke 10:38–42

SUPPLEMENTAL STORIES:

Ezekiel 2:1–5

2 Corinthians 3:1–6

Matthew 9:9–13, 18–26

Leader Preparation

It will be helpful to be familiar with the movies *The Chronicles of Narnia: The Lion the Witch and the Wardrobe* (Walt Disney Pictures, 2005) and *Finding Nemo* (Walt Disney Pictures, 2003). It will also help to have a video camera with which you are familiar and a way to project any videos you create. Feel free to take some of the ideas below and substitute a video clip with which you are familiar. There are many ways we encounter video in our lives. These activities should help us understand how this technology can help us discern our gifts of ministry.

Exploring & Engaging Activities



1 Storytelling (Easy Preparation)

Leader preparation: Every production needs actors and directors. If everyone tries to direct or act there will be chaos. This is a simple activity to differentiate between directors and actors and start the learners on the road to defining where they fit best. Make two columns on a sheet of newsprint or a whiteboard: one column titled "Actors," and the other titled "Directors."

Supplies:

- markers and newsprint or whiteboard

Ask the group to explain the difference between actors and directors. Ask: *What gifts would a director have? What gifts would an actor have?* List their ideas on newsprint or a whiteboard.

Ask: *What would happen if everyone wanted to act but no one wanted to direct? What would happen if no one wanted to act, but everyone wanted to direct?*

Explain that as we discern our gifts of ministry, it is important to affirm everyone's gift. No one gift is more important or crucial than another. Point out that we may not be able to name or put a face to directors as easily as actors, but they play a crucial role in the making of a movie.

Encourage the learners to think about whether they are better suited to be actors or directors. You can even stretch and talk about lighting designers, sound technicians, prop creators, ticket sellers, ushers . . . the list can go on. Tell them they all have a part in the production. It is up to them to discern their role in light of their particular gifts.

Prayer: *God of Camera and lens, God of Actors and Directors, inspire me during this time with these learners so that we can be creative together and discern more clearly our gifts of ministry. Amen.*

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

2 Where Did We Go Wrong?

Leader preparation: It is difficult to discern our gifts of ministry when we feel distant from God. Ezekiel is sent to Israel because the people strayed from God. There is no guarantee to Ezekiel that the people will hear them, but God is sending him anyway. In this activity the children will create a video of people straying from God. Encourage them to use their imagination. Perhaps they will video nature where there has been littering, or a scene of people quarreling, just to name a couple of ideas.

Supplies:

- Bible
- video camera(s)
- video playback equipment

Have someone in your group read Ezekiel 2:1–5. Talk to the group about how the people of Israel may have rebelled against God. You aren’t looking for biblical reference to the exact cases of rebellion, but getting the children to think about the different ways we rebel. Once you have a few ideas shared about how the people of Israel may have rebelled, ask the children about the ways we rebel against God. For young learners, talk about we treat our friends or family members (God asks us to love our neighbors).

Introduce the idea of taking a video of the different ways we rebel against God. Have the children get into small groups and role play some scenarios, and take a video of their skits. If you have only one video camera, have a group practice while another videotapes.

Watch the video(s) and talk about how our rebellion can prevent us from discovering our gifts of ministry. Encourage them to think in the next week or so about how their behavior either helps or hinders as they try to discern their gifts of ministry.

3 Because God Loves Me

Leader preparation: Preview the Veggie Tales video “I Can Love.” To find the video, scroll down to “I Can Love” on the Veggie Tale website. The video is about forty seconds long. Think about what it takes to acknowledge gifts in others and what may be getting in your way of sharing God’s love with others. Although this is a Christmas video, it can work at any time of the year.

Supplies:

- computer with Internet access
- digital projector
- Veggie Tales video “I Can Love,” <http://veggietales.com/videos/>

Engage the children in conversation about ministry using the following questions.

- What do you think of when you hear the words “ministers” or “ministry”?
- What gifts do you think ministers need?
- Which of these gifts to you have?

Show the Veggie Tales video “I Can Love.” Invite the children to consider how Nicholas was feeling before he went to the church and what he experienced as he watched Sister Claire hand out bread. Invite them into a conversation about what Sister Claire says, or sings, as to why she does what she does. Return to the discussion about gifts for ministry and ask the following questions.

- What might be a special gift you can share?
- How are you like Nicholas?
- How are you different from Nicholas (other than you aren't a gourd!)?

Discerning & Deciding Activities

4 It's Just Your Imagination (Easy Prep)

Leader preparation: Read Luke 10–38–42.

Supplies:

- Bible
- white paper
- pencils

Read Luke 10–38–42 to your group. Talk to the children about the relationship between Mary and Martha.

- Why is Martha so upset with Mary?
- Do you think Martha is justified (right) to be upset with Mary? Why or why not?
- When do you ever get upset with your brothers or sisters?

Talk about sibling rivalry and how it can get in the way of us learning something from our sisters or brothers, even if they are younger than us. Explain to the children that before a movie is made, a story board is created. Tell the children that a story board is like a giant cartoon that shows the basic plot of the story. Have the children think of the scenes that would occur in a movie of the Mary and Martha story. Have them create enough scenes so that each child is assigned one scene. Give the children white paper and pencils and have them sketch out the visual image of their assigned scene. Put the scenes in order and have the children retell the story.

5 You Have to Lead Us

Leader preparation: If you haven't already done so, preview the movie *The Chronicles of Narnia: The Lion the Witch and the Wardrobe*. Scene 18, "You Have to Lead Us," affirms Peter's leadership when he is unsure. This clip can be a tool to help the children begin thinking about where they might use their gifts and the times when they may have had a gift affirmed by someone else, but they weren't confident. In 2 Corinthians 3:1–6, Paul reminds the people that it is God who gives the gifts. We don't come by them ourselves. Sometimes God has to use others to remind us of our gifts because we feel uncertain.

Supplies:

- Bible
- computer or DVD player
- digital projector or television
- movie: *The Chronicles of Narnia: The Lion the Witch and the Wardrobe* (Walt Disney Pictures, 2005), Scene 18, "You Have to Lead Us"

Invite the children to describe a time when someone told them they did something really well but they didn't feel they were especially good at it. Ask: *How did that make you feel?* Introduce 2 Corinthians 3:1–6. Share with the children

that there are a few messages in these passages, but we want to focus on Paul reminding the people that God is the one who gives us gifts of ministry—we don't come by the gifts all on our own.

Show Scene 18 of the movie *The Chronicles of Narnia: The Lion the Witch and the Wardrobe*. Peter and Edmund are notified of Aslan's death and discuss going to war with the White Witch who has now gathered her army to conquer all of Narnia now that Aslan is no longer alive. After you have viewed it, engage the children in conversation using the following questions.

- Of what was Peter afraid?
- How was Edmond helpful to Peter?
- What did Edmond say that made Peter assume the role of leader?
- Who has affirmed you when you have felt uncertain of sharing a gift?
- What do you need in order to feel confident sharing your gift?

6 Follow Me

Leader preparation: Read Matthew 9:9–13, 18–26. The children will create a skit, and it will be helpful to have some ideas to get them started. You may need to explain to the children what the woman with the hemorrhage means, for very young children you may just want to say she was sick a long time.

Supplies:

- Bibles
- video camera
- (optional) costumes
- video playback equipment

Read Matthew 9:9–13, 18–26 to the group. Read it again, but this time assign different people in the group to take the parts of Narrator, Jesus, Pharisees, Leader of the Synagogue, Woman with the hemorrhage, and the crowd. Read it one more time assigning roles to the people who are in the text, but don't say anything: Matthew, tax collectors and sinners, and the daughter who is healed. This time, as it is being read, try to encourage them to actually act it out as they read it.

Now that you have been through the story three times, invite the children to do it again, without their Bibles. You may want the narrator to have a Bible. Impress upon the children that it is not important that they have memorized the story, but rather that they are familiar enough with it that they can *tell* the story. Make a video of the children acting out the story and play it back to them.

Sending & Serving Activities



7 Catch Them Using Gifts (Easy Preparation)

Leader preparation: If we're going to send others out into service, then we have to affirm their gifts. The children will video record people in the church using their gifts of ministry. Some of the videos may be of people who have already discerned their gift, but they may catch some unaware that others see their service as a gift. Once the video is complete, see if it is possible to share it in worship some Sunday for the rest of the congregation to be able to experience it. Preparing the

children to go make the video is easy preparation, but it will take some work after your meeting time to edit the video. You may find someone in your congregation who has a particular gift for doing this to help you out.

Supplies:

- video camera(s)
- video playback equipment
- (optional) church directory

Talk to the group about people in the church who they know and the particular gifts of ministry those people share with the community. A church directory might be a helpful resource for recalling names. If this seems too broad or difficult, encourage them with the following questions.

- Is music a gift of ministry? Who uses that in our community?
- Is serving a gift of ministry? Who shares that gift in our community?
- What gift are the ushers using?
- What gift do the lay readers share?
- What about _____? What gift does that person share with us? (Fill in the blank with a member of your congregation who “always” greets people or takes care of a certain part of the church or is always organizing something.)

Invite the children to make a video that shows different people in the church sharing their gifts. Explain that you do not want to become the center of attention, but rather to “sneak” around the edges and “catch” people in the act of sharing their gift. If the gift is being shared in the midst of worship have them video from the back and not interrupt the flow of the service, but tell them you’d like to capture people who aren’t necessarily aware of the special gift they bring to the church so they can be affirmed when the video is shared publicly. If you have access to more than one video camera, divide the children into smaller groups so they may be less noticeable. After the children have made their video(s), bring them back together to view the video.

8 Affirming Gifts

Leader preparation: If you are not familiar with the movie *Finding Nemo*, take time to watch it so you can help fill in the blanks. For this activity you will focus on “The Fishing Net” toward the end of the movie, so you cue your DVD to that place. The focus here is meant to be on helping others discern their gifts of ministry by affirming them rather than telling them what they can’t do.

Supplies:

- computer or DVD player
- digital projector or television
- movie: *Finding Nemo* (Walt Disney Pictures, 2003), “The Fishing Net” scene

Invite the children to describe a time when they wanted to do something, but were told they can’t or didn’t know how. Ask: *How did that feel? Have you ever told someone else they couldn’t do something or they didn’t know how to do it?* Before you show the video clip, ask them if they are familiar with the movie *Finding Nemo*. If they are not, recap the story for them.

Show the “The Fishing Net” scene from *Finding Nemo*. Talk to the children about the clip using the following questions.

- Why did Nemo's father not want Nemo to help the other fish?
- Why do you think he changed his mind?
- What did Nemo have to do to help his father let go?
- Have there been times in your life when your parents seemed to be over-protective of you?
- How do we decide when it is important to use our gifts and whether or not it is safe?
- What did Nemo's dad learn from this whole experience? (Think of the whole movie if your group is familiar enough with it.)

Close this activity by encouraging your group to find ways of affirming other people's gifts of ministry. Encourage them to think about the movie and the times they may have been negative toward someone else (even though, like Nemo's dad, they didn't intend to be mean, just protective). Ask them to think how they might handle that differently another time

9 Mary and Martha

Leader preparation: If you go to YouTube and do a search for Mary and Martha, a number of videos will come up. Watch a few of them to get some ideas, if you like, and be prepared to video record your group with their version of Mary and Martha.

Supplies:

- Bible
- video camera(s)
- video playback equipment

Reflect

How did the movie clips help you understand the practice of discerning gifts of ministry? What did you discover about yourself as you lead your group through these activities? How can you carry this with you as you continue to share your gifts of ministry in your faith community?

Read the story of Mary and Martha from Luke 10:38–42. If possible, divide your group into teams of three or four children. Invite them to create their own version of Mary and Martha, or Daniel and David, or George and Gloria. Encourage creativity. Mary and Martha were fighting over the preparing of a meal, but siblings have a lot of things they quarrel over. Encourage them to emphasize the gifts of ministry each sibling brings to the situation. Give them time to come up with their skit, and then video record the skit. If you have a large group, they can video record one another. Gather the groups together and show the videos they have made.