

Creating a Lifestyle of Giving
Lesson 4



Objectives

- To understand how to give away your time.
- To understand how to give away your career.
- To understand the kind of attitude it takes to live with a giving lifestyle.
- To understand about loving people so much you want to give to them.

Materials/Preparation

- Paper
- Pens or pencils
- Small box or bag of candy (such as M&Ms) or gum with pieces that can be shared
- Copies of “Time Flies” (Reproducible 1)
- Bibles
- Copies of “Give Me an Evaluation” (Reproducible 2)
- STW pledge cards (completed by students and extras)
- Index cards
- Week 4 Student Devos

Starting the Journey (10 minutes)

Play some sort of noncompetitive game and arbitrarily pick one-fourth to one-third of the students as “winners” to receive the candy or gum you have brought. Do not say anything about sharing with the others, but observe how much they do share, if at all. For example, you could play Picture Gossip: Instruct the students to form a line front-to-back. Show a very simple picture (such as a page from a child’s coloring book) to the last person in line. He or she then draws the picture with a finger on the back of the person in front of him or her. That person then attempts to draw the same picture on the back of the next one in line. The person at the head of the line tries to guess what the original picture was. Meanwhile, the leader secretly keeps track of which students are left-handed. At the end of the exercise, award the candy to them. If you have too many or too few lefties, use some other arbitrary criteria for picking several students to receive the candy. How they are chosen is not important; the object is to see how they react to getting something valuable while the others do not. (If you have a large class, divide into groups of ten or so for this exercise.)

Say, **It’s not always easy to pass something on when you don’t have a clear picture of it to begin with. Today we’re trying to get a picture of what a lifestyle of giving looks like.** Now, return to the issue of the candy. Ask the candy winners to explain why they shared or did not share their candy with the others. Ask if it occurred to them that they did not deserve the candy any more than the others.

Gaining Speed (10 minutes)

Distribute to students copies of “Time Flies” (Reproducible 1); divide the class into groups of four and ask students to record and discuss in their groups how much time they spend on each area in a typical week, measuring in hours. Next, find out who in which group spends the most time on the various areas. Out of your whole class, who is most extreme where? Now say, **Imagine that you have just been given two extra hours per day—fourteen more hours each week! How would you spend it?** Invite students to discuss this in their groups; after a few minutes, poll the groups again to see what was discussed. Next say, **Now imagine that you have**

just lost two hours per day—fourteen fewer hours each week! Where would you cut? After students discuss this in their groups, poll the groups again to see how students would alter their use of time.

Down the Straightaway (20 minutes)

Read together the familiar story of the Good Samaritan in Luke 10:25–37. Discuss the following questions:

- **If Jesus were telling the story to your group right now, who would the different characters be? What kind of modern-day character would represent the priest? the Levite? the Samaritan? the innkeeper? the injured man? Where would they each be going when they saw the injured man? Where would the man be taken? What other complications or situations would they encounter if Jesus were telling the story today? How would the first two characters explain their failure to help?**
- **What is the difference between the attitudes of the priest and the Levite compared to the attitude of the Samaritan?** The first two thought much more of their prestige, their position, their schedule, their reputation, maybe even their clothing than they did of the injured man who needed help. The Samaritan put his schedule, his money, his reputation, and even his clothes at risk to help, because he considered the injured person of great importance.
- **Of the attitudes shown in this story, which one do you think is most like yours? Be honest.**

If time permits, you can divide the class into small groups and have the groups come up with short skits that would be modern-day versions of this story. Everyone in the group should be involved in the skit—students can be a donkey, a tree, or even a rock, but they should all have a part.

Next, read together Philippians 2:1–10. Ask, **Whose attitude should we model—and what are some characteristics of that attitude?** Our attitude should be like that of Jesus: humble, obedient, and concerned for others.

Ask volunteers to read the following verses, then discuss what Jesus sacrificed in each situation. Suggested answers are given, but others are possible:

- Matthew 8:1–4: comfort (crowded by sick people), health (risking leprosy)
- Matthew 9:10–11: reputation (eating with sinners)
- Mark 1:35–37: time, comfort
- Mark 11:15–18: reputation, acceptance
- John 19:1–3, 10–11: health, comfort, rights

Point out that we usually don't think about Jesus in terms of giving up his career, money, and family to go around healing people and showing compassion to sinners. The human side of Jesus might have thought many times about just going back home to Nazareth and staying in his comfort zone. But he put others—including us—before himself and sacrificed all of those things.

Say, **We're supposed to have that same attitude.**

Heading for the Checkered Flag (15 minutes)

Distribute copies of “Give Me an Evaluation” (Reproducible 2) and allow students a few minutes to fill out these sheets. Afterwards, ask several volunteers to share their self-rankings. Which areas are strongest and which are weakest for your group members? Discuss specific ways for your students to strengthen their weakest areas. Encourage students to think of some ideas that relate to *attitude* and some that relate to *action*; the Scripture passages you have studied today should provide good fuel for thought. The goal is to consider ways we can think of others as more

important than ourselves. Action ideas might include giving up something and taking the money saved and giving it to STW, or giving our time to help out at the church or a charity organization.

Crossing the Finish Line (5 minutes)

Distribute STW pledge cards to any students who were not present last week and briefly explain them. Collect the cards from any students who have completed them, and encourage the rest of the group to continue to think and pray about their commitments.

Divide into groups of five or six and spend some time praying for each other to become giving people. The groups can form circles with students praying for the people on either side of them. Encourage students to confess wrong attitudes and to ask God to stretch them in learning how to be givers. (If possible, have an adult or a student leader in each group to help facilitate.) If you wish, you can write (or ask students to write) the words of Philippians 2:3–4 on index cards and challenge them to memorize the passage.

Distribute the Week 4 Student Devos and challenge students to complete this simple handout over the coming week.

Reproducible 1 Time Flies

Think about how much time you spend on each area below in a typical week, measuring in hours. Discuss your answers with your group.

___ in class at school

___ doing chores at home

___ doing nothing

___ doing homework

___ sleeping

___ eating

___ church

___ working out

___ sports

___ music (band, choir, piano)

___ music (listening)

___ job

___ shopping

___ hanging with friends

___ hobbies

___ computer (non-school-related)

___ television/movies

___ other



Reproducible 2 Give Me an Evaluation

Evaluate where you are in terms of being a giver. Rate yourself from 1 to 10 on your willingness to give in the following areas (1 is “bad news” and 10 means you are just like Jesus):

Time 1 2 3 4 5 6 7 8 9 10

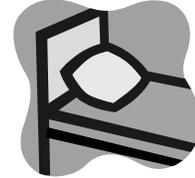
Money 1 2 3 4 5 6 7 8 9 10

Career 1 2 3 4 5 6 7 8 9 10

Comfort 1 2 3 4 5 6 7 8 9 10

Rights 1 2 3 4 5 6 7 8 9 10

Reputation 1 2 3 4 5 6 7 8 9 10



Make a commitment to God that you want to develop a *lifestyle of giving*. Ask him to show you and teach you how to get there.