

## Lesson 5:

# Called to Responsibility

### LESSON PREPARATION

#### Lesson Summary

Once we have developed an understanding of God's purpose for our lives, we can begin stepping into our role of being responsible citizens in his kingdom. However, with this newfound responsibility also comes a command to live with accountability. While we all have our own individual dreams and plans, we must be willing to invite God to help us stay true to the work he has called us to.

#### Lesson Objectives

- ◆ Participants will recognise that responsibility in God's kingdom is being accountable to the work he has called us to do.
- ◆ Participants will discuss new ways they can fulfil their responsibilities.



#### Scripture References:

Luke 16:10; 1 Corinthians 15:58



#### Vocabulary

- ◆ **Responsibility:** knowing your role, owning it, and doing it at the right time
- ◆ **Accountability:** willingness to take ownership of your actions and responsibilities, and allowing others to help you stay true to what you have committed to do



#### Materials

- ◆ Workbook
- ◆ Pen/Pencil



### INSTRUCTION (25 minutes)

#### Welcome and Review

*Greet participants and review the previous lesson.*

#### Ice Breaker

- ◆ Place three large signs on the floor: Start, Midpoint, and Completion.
- ◆ Prepare a stack of task cards related to an event-based project. These can include, but are not limited to, cards labelled: "Book a venue", "Create a budget", "Design invitations", "Buy decorations", "Set up tables", "Clean up after the event".
- ◆ Make sure each group has the same set of task cards.

 **Say:** Today, we are going to practise planning a project from beginning to end.

Each group will receive a set of task cards. These represent steps in organising an event. As a group, decide where each task belongs on the timeline. Should it happen at the start, midpoint, or completion of the project? The goal is not to plan a real event, but to practise how to think through the order of responsibilities and the importance of timing and teamwork in a project.

Once the groups have lined up, instruct them to explain why they placed each task where they did. Encourage discussion if there are different opinions, and let the students adjust their order if needed.

### Teaching Point

- ☞ **Say:** As we shift our discussion from *servicing* to *responsibility*, we will see that God calls everyone in his kingdom to be accountable for the work he has entrusted to us. Practising responsibility means we steward our work with faithfulness, knowing our actions honour God as they serve others.
- ☞ **Say:** Responsible workers do not wait for someone else to carry their load. They bring their best effort to every task that has been given to them. In God's kingdom, being responsible means **knowing your role, owning it, and being willing to answer for the way you fulfilled it.**
- ❓ **Ask:** What differences do you feel when you complete a task to the best of your ability instead of just doing enough to get by?

*Allow students time for discussion.*

### Scripture Study

- ☞ **Say:** The timeline activity we began with today revealed how our involvement in every phase of a project matters. Jesus also shows us in Luke 16:10 that faithfulness in the little things prepares us for greater responsibility in the future.

*Invite students to open to page 11 in their workbook and follow along as you read the Scripture selections.*


#### Luke 16:10

If you are faithful in little things, you will be faithful in large ones. But if you are dishonest in little things, you won't be honest with greater responsibilities.

### Ask

- ❓ **Question 1:** What does this verse teach us about the connection between being faithful in small responsibilities and being trusted with bigger ones?
- ❓ **Question 2:** In your project right now, what is one "small" responsibility God has entrusted to you, and how can you show faithfulness in it as you execute your project?
- ☞ **Say:** When we steward even the smallest of responsibilities with integrity, we show God and others that we are ready to carry more in his kingdom. Similarly, if we dismiss the small details of the work we have been called to, we reveal our inability to be trusted with more.
- ❓ **Ask:** What traits do you think we can lean into so that we may be more responsible and accountable workers? Humility? Patience?

*Allow students time for discussion.*



... **Say:** Think about the projects you have chosen, like tutoring kids. It may feel insignificant to show up each week, help with homework or encourage a child in their studies. But God sees your faithfulness. He promises in his Word that nothing you do for him is ever worthless.

*Pause and invite students to respond to questions 1 and 2 in the workbook.*

### 1 Corinthians 15:58

So, my dear brothers and sisters, be strong and immovable. Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless.

## Ask

- ... **Question 3:** Why should we work with enthusiasm, even if our responsibilities feel meaningless?
- ... **Question 4:** What would it look like to be strong and immovable in the responsibilities that have been entrusted to you?
- ... **Say:** If you ever find yourself doubting if the work you have been called to really matters, remember who called you to it. God, the Creator and Master of the universe, could have chosen any other person on the planet to own your responsibilities, yet he still chose you. Let that truth breathe life into you today!

Your responsibility may be selling fruit at the market to help support your family. You could also be entrusted with creating a filtration system so everyone in your community has clean drinking water. Either way, your work comes from God. So steward it well. **Never lose sight of the honour it is to be trusted by God to cultivate the world for his glory.**

*If time allows, share your personal experience in completing tasks that seemed meaningless but served a greater purpose. Allow the students to learn from your successes and your failures.*



## GROUP PROJECT INTEGRATION (30 minutes)

*Each group will create a simple plan for their project, including a timeline, task assignments and resource checklist.*

- ... **Say:** As we transition to our community projects, I encourage you to think realistically about what you can accomplish in the short time we have together. Discuss who is best suited for each role in your group, and what resources you will need to thrive in your work.

## Workbook Activity

*Invite students to turn to page 12 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.*

## Sample Completed Activity

*This example assumes the project is tutoring academically challenged kids.*

Create a simple plan for your project, including a timeline, task assignments, and resource checklist. Think realistically about what you can do, who is best suited for each role, and what resources you would need.

**Timeline** – Break the project into 3-5 main milestones with approximate due dates.

No.	Milestone	Due Date	Description
1	Preparation and material	Week 1	Gather teaching materials, plan lessons, assign roles.
2	First tutoring session	Week 2	Conduct first session, observe student needs.
3	Midpoint review	Week 3	Evaluate progress, adjust lesson plans, address challenges.
4	Final tutoring session	Week 4	Conduct final session, consolidate learning, celebrate small wins.

**Task Assignments** – List specific tasks needed for your project, outline needed resources, and assign responsibility.

No.	Task	Resources	Assigned to (Name and Role)
1	Create lesson plan	Worksheets, markers	Alex – lesson planner
2	Lead tutoring session	Space to teach, chairs	Rodney – senior tutor
3	Collect feedback	Feedback forms, observation sheets	Milly – resource manager



## Project Milestones

- ◆ **Set project milestones.** By the end of the lesson, students will have worked within their groups to set 3-5 project milestones with corresponding due dates.
- ◆ **Assign tasks.** By the end of the lesson, students will have worked within their groups to assign tasks needed to complete our project.
- ◆ **Set deadlines.** By the end of the lesson, students will have worked with my group to set deadlines for the tasks associated with our project.

### Facilitation Tips

*If you sense your students need additional support, consider these teaching strategies.*

- ◆ **Discuss and negotiate roles** based on strengths and availability.
- ◆ Highlight that **accountability matters.** Each person's faithful stewardship of their role impacts the success of the whole project
- ◆ **Make it visual.** For students who need more support, provide general prelabelled task cards (e.g., buy supplies, reach out to volunteers). This will help students see the flow of time and connections between steps.



## CONCLUSION (5 minutes)

- ☞ **Say:** Today, we have explored how taking responsibility requires careful planning, accountability and faithful execution of our roles. Just as each small task contributes to the success of a project, every act of faithfulness in our daily lives reflects our commitment to God and his kingdom. Being responsible is not just about doing what is assigned to you. **It is about stewarding our work with integrity, excellence and a heart that honours God.**



### Pray

*Allow time for participants to repeat each section after you.*

**Father, thank you for calling us to be responsible in the work you have entrusted to us. Help us to be faithful in every task, big or small, and to serve with integrity and excellence.**

**Give us wisdom to plan well, courage to carry out our responsibilities and a heart that honours you in all we do. May our actions reflect your love and bring glory to your kingdom.**

**Amen.**