

## SESSION 8: DISCOVERING HOW THE WORLD WORKS

### Objectives

By the end of this lesson, we will have:

1. **Reviewed** God's design for our relationship to work and **considered** new points; (15 minutes)
2. **Compared** car price pyramid and income pyramid to highlight the relationship between education/skills and income (20 minutes)
3. **Debated** fairness of income disparity system (10 minutes)
4. **Contrasted** types of job responsibilities and income levels between professional, skilled, and low-skilled jobs (15 minutes)
5. **Discussed** why employers choose to pay more for different jobs (20 minutes)
6. **Calculate** the economic value of a GED or high school diploma (10 minutes)
7. **Analyzed** examples of incomes in typical warehouse jobs (15 minutes)
8. **Noted** and **responded** to barriers to increasing education (15 minutes)

### Materials Needed:

- Flipchart paper, markers
- Small markers for each table
- Post-it Notes

### Preparation Needed:

Create Flipcharts: The Car Pyramid, The Labor Pyramid, Catherine's Work Timeline, Darius' Work Timeline, Barriers to Increasing Skills and Education

### Time

120 minutes

### Task 1: Review God's design for our relationship to work and consider new points; (15 minutes)

**1A: Examine** the flipchart on the wall with the 4 Key Relationships represented as a house.

- What do you remember about these relationships?
- Specifically, what was the design of our relationship with *the world (work)*?  
[To provide for ourselves and others, and add value to the world around me through work.]
- What do you remember about the 3 types of work we discussed?

[Personal work, paid work, and volunteer work]

**1B: Review** the formula for success: Character + Skills = Success. Let's take a few minutes to **summarize** the likely outcomes of these two different types of workers. **Call out:**

- what happens when a person has really strong character, but no skills.

- what happens when a person has good skills, but terrible character.

After 3 minutes, we'll **hear** some of your ideas.

*[The person with character but no skills usually has a better shot at holding down a job. They keep their positions for a long time, but the problem is that they never advance and almost always struggle financially even though they work a lot.]*

*The person with skills but no character may get a great opportunity at a good job right after school, but they will usually lose that job pretty quickly. After they lose a couple jobs it will be very difficult for them to find another job because no one will want them on their team if they can't show up on time or get along with people.]*

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**1C:** Let's **read** the box in your notes entitled *Three Points to Consider about Work*. To frame our time together today, let's have different volunteers **read out** each of the points.

### **Three Points to Consider about Work**

**God sees value in every job.** God is glorified in the *way* we work, regardless of what task we're performing or how much money we're making. While some people may value certain jobs more than others, usually when the Bible talks about work, it talks about working with our hands. As the greatest example, Jesus was a humble carpenter who worked with his hands.

**Everyone starts in jobs that don't make much.** Even most millionaires started in jobs that were entry level and minimum wage. So, don't get discouraged if you're starting out in a low-skilled category. One of the purposes of this class is to help you break this cycle.

**Good reasons exist not to go to school.** If you choose not to further your education, you do not need to feel guilty. However, you must be realistic about your future if you don't add skills and education. While "school isn't for everyone," it may be for a lot of people who think it's not for them. Talk to someone who went to school - you can talk to anyone on staff about your fears/reasons for not going to school.

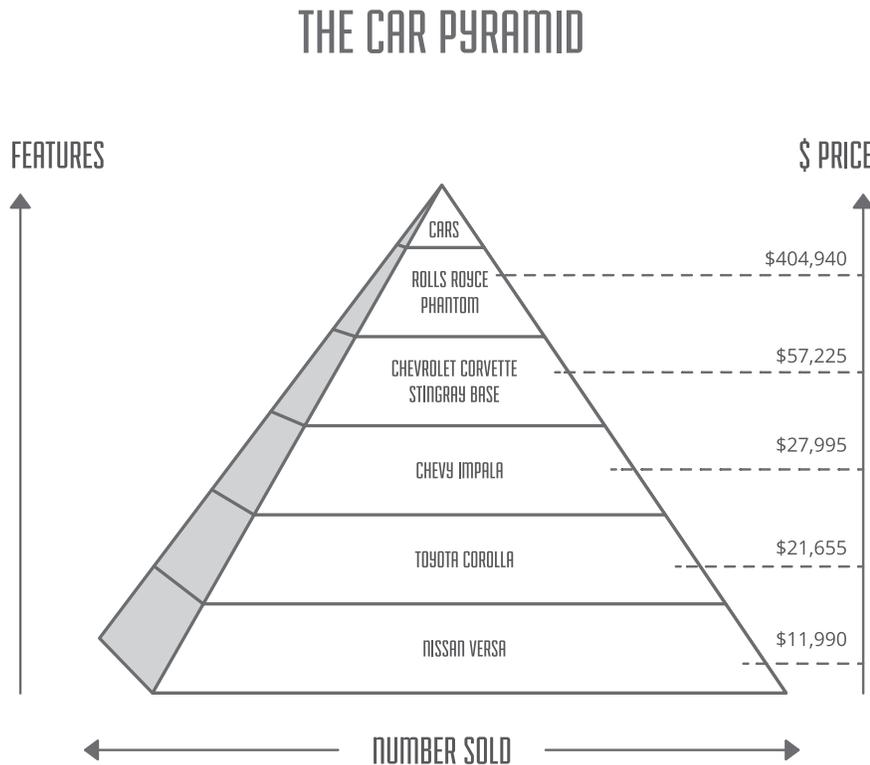
- What key points stand out to you from this reading?

Thank you all for sharing your thoughts. Underlying all of this, we must remember God's design for us when making decisions about our careers. This is the difference between someone who just goes to work versus someone who thrives at work. Based on this design, we should ask ourselves two questions:

- What kinds of jobs will adequately provide for my family?
- And, what kinds of jobs will allow me to use my gifts and abilities to add value to the world?

**Task 2: Compare car price pyramid and income pyramid to highlight the relationship between education/skills and income (20 minutes)**

**2A: Examine** the graph in your notebook entitled *The Car Pyramid*. I'll also draw it on the flipchart. Let's **examine** and **describe** all of the details of the graph together.



**2B: Share** aloud: what is the main points this graph demonstrates? **Focus** on the various arrows to understand the aim of the graph.

This graph shows that the more features and designs a car company adds to a car, the more that car will sell for. There is nothing wrong with the Versa – it's a great car because it fulfills its purpose of getting you from point A to point B. It sells for much less because that's the price people are willing to pay for it. Nissan sells it for the price they think customers will pay.

**2C:** Besides the price, **name** the differences between:

- The Versa and the Corvette Stingray;
- The Corolla and the Rolls Royce.

*[Style of the car, more comfortable, power locks, bigger engine, more luxury items such as a sun roof, leather seats, seat warmers]*

It costs the manufacturer more time and money to add these special features—bigger engines, leather seats, and sunroofs. But, it will sell for more money, so that's why they do it. Now, let's suppose that it costs the manufacturer \$8,990 to build the Versa.

- According to this graph how much profit will they make per car sold? [*\$3,000*].

Now let's suppose it costs the manufacturer \$17,225 to make the Corvette Stingray because of the different style and features.

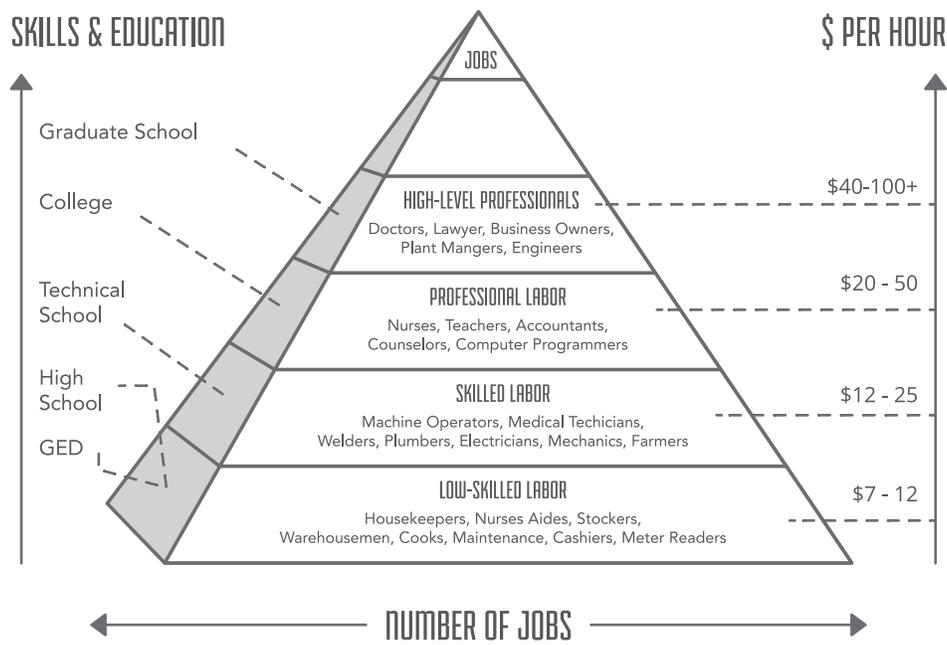
- Why is that a smart investment for the company?  
*[Because they'll make more profit. It will cost them thousands extra to make the car, but when they sell it they'll make \$40,000 profit.]*

Companies spend more money making cars with extra features because they sell for more profit. As long as they can sell the cars they make, this is a good investment. However, notice that they make and sell more Versas than the other cars since more *people can afford to buy those cars*.

- What might happen if the manufacturer of this car, tried to sell the Versa for \$25,000 instead of \$11,990? *[The people who are just looking for a basic car would go to another company and buy the equivalent.]*

**2D:** These are great observations. You may be thinking: what in the world does this have to do with getting a job? Let's **examine** the next graph in your notebook entitled *The Labor Pyramid*. I've also drawn it on the flipchart. Let's **examine** and **describe** all of the details of the graph together.

## THE LABOR PYRAMID



**Call out** the dollar earnings per hour as they correspond to education level and types of jobs.

- What is education level next to the low-skilled labor category?
- What kinds of full-time jobs are included in this category?
- How much do these jobs make?

**2E:** Now, **re-examine** the car and labor pyramids. What do you note about the relationship between more features/qualifications and making more money?

*[Look for the relationship between features and designs of cars and the price versus the relationship between education and skills and the amount employers are willing to pay for various employees.]*

Good point. People, including employers, are willing to pay more for something or someone with more features. Let's think this through together.

**2F: Examine** the arrows depicting the number of people qualified for the job, which is wider than the arrows depicting the number of jobs. While there are more low-skilled jobs than other types of jobs, there are also more people qualified for these jobs than there are jobs available.

**2G: Call out** the wage amounts associated with each category:

- \$7-\$12 an hour for low-skilled jobs;
- \$12-\$25 an hour for skilled jobs;
- \$20-\$50 an hour for professional jobs; and
- \$40-\$100+ for high-level professional jobs.

This shows that even inside these various categories, some people make more money than others; however, there are always minimums and caps of what these jobs earn. For example, a line worker would never earn less than \$7.25 because that's the minimum wage law, but it's possible that another line worker could earn \$9 an hour; however, it's very unlikely that a line worker would ever earn more than \$12 an hour even if they had the job for 20 years.

- What questions do you have?

### **Task 3: Debate fairness of income disparity system (10 minutes)**

So far, we're just stating the facts the job market works in our country. Now, let's think about why this is fair or why it isn't fair. To do that, let's hold debate.

**3A: Raise** your hand if you think this is fair. Now, **raise** your hand if you think this is unfair. **Stand up and walk** to this side of the room if you voted that you believe this is unfair. **Stand up and walk** to this other side of the room if you voted that you believe this is fair. **Have a seat** in your new location.

We'll take 5 minutes to **rotate** back and forth from each side and **hear** your arguments given respectfully.

*[Do not discredit anyone's comments because some may be sharing opinions based on painful personal experiences. If these experiences come out, you may be able to tie them into the lesson later on. Don't persuade one way or the other unless everyone is on one side of the debate.]*

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There are certainly both fair and unfair aspects of the job market system. Regardless of whether the system is fair or not, we must learn to understand how it works and why. At a deeper level, everyone everywhere has experienced brokenness in their relationship with the world and work, but God offers us the opportunity to experience a bit of His re-creation in our own work. This gives us hope that we can add value and provide for our families, as well heal from our own brokenness and weakness - even within a system that is broken.

#### **Task 4: Contrast types of job responsibilities and income levels between professional, skilled, and low-skilled jobs (15 minutes)**

**4A:** To flesh these ideas out in real life, **listen** to a story called *A Day at The Pharmacy*. As you listen, **think about** the jobs at a pharmacy – like at CVS or Walgreens. **Consider** how each job is different and why.

##### **A Day at The Pharmacy**

Adam works hard. He is a low-skilled laborer at the local pharmacy. He stocks shelves every minute he's on the clock. He unloads boxes from the trucks, unpacks the goods, and then hauls away the boxes to be recycled. Even on hot days when it's 90 degrees, or when his back is bothering him, Adam can be seen loading and unloading, unpacking and discarding. He makes \$8 an hour.

Kim also works at the pharmacy, but she is a Nurse Assistant in the walk-in clinic. If you were to watch Nurse Kim, you'd see her checking blood pressures, giving strep throat tests, filling prescriptions, and managing the cash register. She just got a raise, and is making \$20 dollars an hour helping the pharmacist.

Sheldon also works at the pharmacy, and has been a pharmacist for 10 years now. A typical day for him includes diagnosing patients, writing prescriptions, managing the aids and technicians, and answering customer's questions. He makes around \$35 an hour.

- Who do you feel is working the hardest out of all these people?
- Why is Adam making \$8 per hour while the people who are sitting down the most, Nurse Kim and the pharmacist, Sheldon, seem to be making the most?
- Why do you think company is willing to pay so much more money for certain employees compared to others?

**4B:** Certainly this is because of their degrees, but it goes deeper than having a piece of paper. Let's **continue** the story to help us understand why employers are willing to pay more.

### **Adriana and Derek Visit the Pharmacy**

Last month, both Adriana and her husband Derek were feeling pretty sick. They went to the pharmacy to get seen by a nurse practitioner and to get a prescription. After waiting for a little while, Nurse Kim saw Adriana. She was with her for about 30 more minutes. Then, she saw Derek for another 30 minutes. After that, they both went to stand in line and pick up their prescription. Adriana's bill came to a total of \$80 for the visit and \$40 for the prescription. Derek's bill was the same. Both were charged \$120.

- How much money did Nurse Kim make for the pharmacy that hour? *\$240.*
- How much money did she cost the pharmacy? *Around \$20.*
- After paying Kim, how much profit did the pharmacy make? *\$220.*  
*[Keep in mind they also have to pay for things like insurance, taxes, workers comp, electricity, so they don't get to keep all that money].*

**4C: Compare** Nurse Kim to Adam, the shelf stocker. In the large group, let's **discuss** how he helps the company to profit.

His job is essential to the company - the shelves have to be stocked for the pharmacy to make money - however, he doesn't directly make money like the skilled and professional laborers. In fact, every hour he's on the clock, the company is spending more money; whereas every hour Nurse Kim is on the clock the company is profiting \$120. Her job is not more important than Adam, but every hour she's on the clock the company is making more money (as long as she's seeing clients).

Nurse Kim has worked much harder to get her job than Adam, oftentimes having to hold down multiple lower paying jobs while working hard in school and managing her family. She also has a lot more responsibility; not many people are going to complain about the shelf stocking, but they may complain about the medical care they receive.

### **Task 5: Discussed why employers choose to pay more for different jobs (20 minutes)**

So why do companies pay more for certain jobs? People who have degrees can often make more for the company. And everyone from Sheldon the pharmacist to Adam, the guy stocking shelves, wants more money for their job. So what's the only way anyone on a job can make more money?

*[By helping the company make more money or save more money.]*

**5A:** Earlier we said that there are pay ranges in every job category. This means that some nurse practitioners are making \$35 an hour and others are making \$40 an hour. At your tables, take 2 minutes to **discuss** how a nurse practitioner might get a pay raise from \$35 to \$40 per hour.

*[Help participants understand that all these answers get back to the company making more money. For example, what if the nurse practitioner was just exceptional, and so the pharmacy started noticing that more clients came to see her than any of their other stores because she was doing such a good job that customers came back time and again. Or, what if all the other nurse practitioners were averaging 1.5 customers per hour, but she was averaging 3 customers per hour? They would pay her more because she's making the company more money than the other employees.]*

**5B: Consider** another example. Some shelf stockers are making \$7.50 and others are making \$10 per hour. Take 2 minutes at your tables to **discuss** how a shelf stocker could make \$10 instead of \$7.50.

*[Help participant see the importance of adding value to the company; however, note that when the shelf stocker works harder he saves the company more money. For example, if it normally takes 3 full time employees to get all the work done, but because one of the stockers is exceptional, the company might be able to get all the work done with just 2 employees. Let's say they were each making \$8 per hour, how much would it cost the pharmacy per hour to have 3 stockers on the clock? \$24. But what if they dropped down to 2 stockers because of the exceptional employee, how much would it then cost the pharmacy? \$16. The pharmacy should pay the exceptional employee \$2 more an hour because he could be saving them \$8 per hour.]*

**5C:** Now, what if that shelf stocker is the best stocker that the pharmacy has ever had? Would he ever make more than \$12 an hour? **Discuss** for 1 minute with a new partner.

Then we'll **hear** what you decided in the large group.

**5D: Look at** the arrow we added at the bottom of this pyramid - the one that says *number of people qualified*. That suggests that while there are lots of jobs in the low-skilled category, there are also a whole lot of people who can do those jobs. The low-skilled category represents jobs that can be taught to most people in a matter of minutes. So while the pharmacy might be really worried if their pharmacist walked at the door one day to go to another job, they might not really care all that much if the stocker does because they could get someone else easily.

So, you see how the only way that the stocker to earn more than \$12 per hour is to move into the skilled category by adding two things: **skills** and **education**.

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We've been thinking about how we can increase the amount of dollars per hour we can earn. It's equally important, if not more important, to consider the stability of a job.

**5E:** Would a volunteer please **explain** the difference between a temp job and a full time job?

*[Temp jobs stand for temporary because they don't last: you may work 50 hours one week, but then you may be out of work for 3 weeks before getting called back. Full time jobs are jobs where you can count on getting 40 hours of work all 52 weeks a year, and often times get some sick days and some vacation days.]*

- What if you had the choice of making \$10 an hour at a job that lasting from November to January or a job that would pay you \$8 an hour for a job that would guarantee you pay for 40 hours a week all 52 weeks of the year? Let's **hear** several opinions.

*[You would be a lot better off taking the \$8 because over the course of the year, the stability of the job would mean that you would end up earning a lot more.]*

When we think about being able to provide more for our families, we must also think about full time work - not just how much money we make. And you don't necessarily have to go to college or a technical school to get a full time job.

**5F:** For example, **think about** a warehouse job. Some line workers work as temps through a staffing service, but also some line workers doing the same job work directly for the company. When the line shuts down, the temps get sent home. For the full-time workers, the company comes up with something else for them to do. They will get their hours no matter what.

**Note** how this connects to the wage pyramid that we discussed earlier. Even within the lower skills categories, there are distinctions between those who are temporary, and those who have more secure, full time jobs.

In order to qualify for that full time job, however, there is an important thing you must have: a GED or High School Diploma.

## **Task 6: Calculated the economic value of a GED or high school diploma (10 minutes)**

**6A: Listen** to Catherine and Monica's experience in getting their GED. As you listen, **think about** who makes the best decision for her long-term future.

### **Catherine and Monica's Dilemma**

Catherine and her friend Monica graduated from a jobs training class and were stoked about getting their GED – they were ready to make some life changes! To make ends meet, they both started working part time while going to GED classes. They also both took the GED test the first time! Unfortunately, although both passed 3 sections, each failed 2 others. Meanwhile, because they were good workers, they were offered temporary overtime pay of \$10 an hour. They discussed it a lot – the money was good, but they both knew it would interfere with GED. Catherine decided to stick with it, get back to class, and not take the overtime. She really wanted to get her GED and move on permanently. Monica, on the other hand, took the overtime pay. She reasoned that since she'd failed the first time, she should make the job her priority. She told Catherine she really needed the money and that she could do overtime and GED. However, even though she made extra money, Monica ended up struggling to remain in the GED program.

**6B:** With a partner, take 2 minutes to **discuss:** Who do you believe made the best decision in this situation: Catherine or Monica? Why?

**6C:** Let's continue to **explore** what happens with Catherine and Monica. Would a volunteer please read?

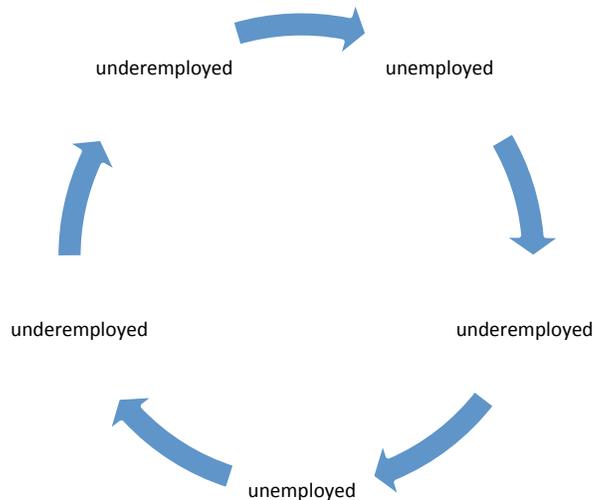
### **Catherine and Monica's Dilemma, *Continued***

Catherine struggled so much with money that month – getting her GED was taking up a lot of time and she missed out on those extra overtime hours. It was much harder, because she wasn't making that extra income and the bills were flowing in. But, she knew that work was temporary. She's been there before. This time, she's ready to earn a permanent \$10 an hour without special circumstances.

Monica, on the other hand, was much better off this month because she chose the overtime pay. She got a pair of Nikes for her son, and some new kitchen appliances. But, she couldn't stay in the GED program. She dropped out – it was too much work to handle all of it.

At the end of the year, Catherine, who sacrificed her overtime pay, earned her GED. She endured some months of struggle, but now that she has her GED, she's on the hunt for a full time job. She feels encouraged. Monica, unfortunately, is right back to the same old struggle. Not only did the overtime hours run out, but she's down to 10 hours a week. She feels caught in a cycle.

- In your experience, what usually happens to a person like Monica who doesn't qualify for a full time job?
- Call to mind the cycle shown in your notes. How does your experience resonate with this cycle?



Because employers typically require at least a GED or High School Diploma for full time positions, those without this qualification will probably never break this cycle.

### **Task 7: Analyze examples of incomes in typical warehouse jobs (15 minutes)**

**7A:** Let's **examine** Catherine's story in a little more detail. Her story is based off various graduates who have made the transition to fulltime work. Would a volunteer please read?

#### **Catherine Starts a Career**

Catherine was hired as a temporary line worker at a factory earning \$7.75. After just 3 weeks, her manager was so impressed with her work, she offered her a temporary lead position. Catherine was excited, but there was one catch: she had to commit to 40 hours a week and the hours conflicted with her GED schedule. She could have really used the money, but she was determined to complete her GED this time. She turned down the position, explaining to her manager that she was honored and really would like to take it but that at this time she needed to focus on her studies so as to add the most value to the workplace in the future. After this, she averaged about 25 hours a week. Things were tight financially, and she sometimes wondered if she made the right decision.

The next four months were especially tough for Catherine. She always left work exhausted. Most evenings, all she wanted was to go home and go to bed - after all, this is what all her co-workers did. But because of the promise she made, she forced herself to come to wake up and go to GED class - no matter how she felt. Sometimes, she was so tired she wondered if she was even going to make any progress. After three months, she took the big test. She was nervous and excited. But, she found out a week later that she had failed the math section. She was so upset that she didn't come back to class for a week. She knew she couldn't let her emotions get the best of her though, and so she continued to struggle on as a part-time manual laborer and a part time night student. Three weeks later, she took the test again. This time she passed.

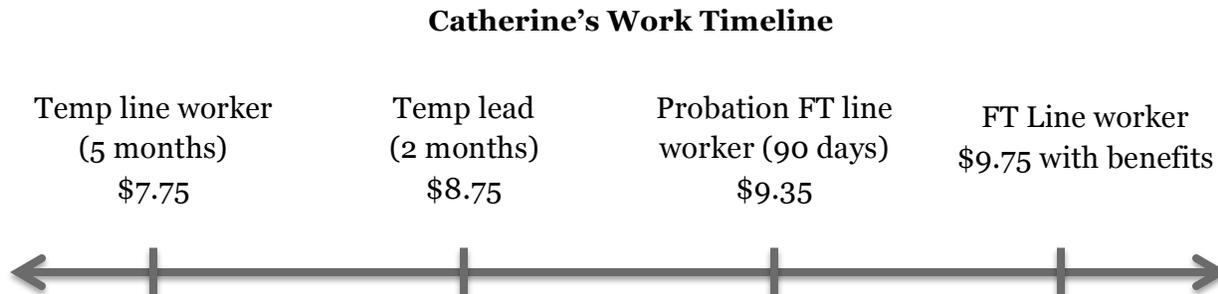
Catherine felt so proud of herself! This excitement wore off quickly as she got back to work and the lines had shut down for 4 days. 4 days! That was about a whole paycheck she was going to miss. At that moment, it all made sense. It was time. She was going to have to earn a permanent position.

- What should Catherine do to try to find a permanent job?

The next day, Catherine scheduled an appointment with the supervisor at the temporary service. She asked them how they perceived her and how she could improve as an employee. They had a few criticisms, but Catherine took them as motivation to do things better rather than get discouraged. It must have worked. Within one month, she was promoted to a line leader within the temp service. This meant she was now earning \$8.75 and working more hours than before. About a month later, she noticed a job posting on the bulletin board: *Now Hiring: Full Time Line Workers. Must have experience and a H.S. Diploma or G.E.D.* Catherine applied, interviewed, and got the job. She was now making \$9.35 and was offered overtime pay. After

90 days probation period, her pay increased again to \$9.75 and now she earns benefits, too, such as paid time off, insurance, and a retirement fund.

**7B:** After committing to work hard, earn her GED, and pursue employment, let's **examine** Catherine's timeline written on the chart:



**7C:** Although she remains in the low-skilled category, Catherine is now making \$9.75 an hour with benefits. **Discuss:** What did she have to do in order to go from \$7.75 to \$9.75?

*[She had to work better than all the temps and she had to qualify by having a GED or HS diploma.]*

**7D: Call out** some specific ways that Catherine's success included both developing her *character* and her *skills*.

Like Catherine, many graduates who are working don't have their GED or HS Diplomas when they start working. Many are simultaneously working as a staffing employee, while taking GED classes a couple times a week. Others are finding ways to get on the job training to increase their skills while working. And *all* of them committed to distinguish themselves by working harder than the rest, respecting others, being a team player, and looking their best.

**7E:** Let's **continue** to follow Catherine's story. As a volunteer reads, **note** what steps she is considering for the future.

### Catherine's Life After a Year

One year later, Catherine begins working on her taxes. Her full time work at the factory at \$9.75 has earned her \$20,280 for the year! Her friend Monica, however, is still making what the average temporary employee at minimum wage makes at 28 hours per week - \$10,556 a year.

While Catherine is doing much better, they are both still in low-skilled positions. Even if either of them receive pay increases over the years, according to the pyramid, the absolute most either could ever make is \$12 an hour. Catherine talked to her friend Darius, the line lead who works at the factory. He used to be a line worker like Catherine. Darius told her that he increased his skills and education level to move into a skilled position. In the factory, the skilled jobs available were forklift driver, machine operator, or electrician.

Darius drew out his path for Catherine. Look at what he drew on the flipchart.

### Darius' Work Timeline

Temp line worker (\$7.75)	Temp lead (\$8.75)	90 Day Probation FT line worker (\$9.35)	FT Line worker (\$9.75 with benefits)	Forklift operator (\$12)	Machine operator (\$15.75-\$18)	Line lead (\$20+)
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- What's the difference between full time employees like Catherine whose pay stopped at \$9.75 and those like Darius whose pay continued to increase? [*Those whose pay continued to climb had to move from low-skilled jobs to skilled jobs.*]

Exactly. There's really no way around it. If someone wants to earn more money, they've got to move into the skilled category. They have to receive some kind of training. Sometimes, this training can be done within the company (the company will train you to operate a piece of equipment), but most of the time, people will go get the skill at a local college, and then get a job in that field.

Earlier, we noted what happens to someone's pay when they make the jump from a low-skilled temporary employee to a low-skilled full time employee. They received a \$2 raise, were guaranteed 40 hours a week, and received benefits. Now, we see that skilled employees' pay can continue to climb, this time from \$9.75 to \$12 to \$15.75 to \$18 to \$20+.

#### Task 8: Note and respond to barriers to increasing skills and education (15 minutes)

What if I told you that you had a choice to take this class once and get a job making \$7.25 an hour or you could double the length of this class (from 6 weeks to 12 weeks) and you make \$15 an hour, more than double the amount of money? **Raise your hand** if you would take the class once. **Raise two hands** if you would take it twice as long. Well, a lot of the skilled jobs only take 1 semester of training, which is about 3 months. And a lot of those jobs double the amount of earning potential.

**8A:** At your table, take 3 minutes to **generate** a list of reasons people choose not to increase their skills/education or roadblocks they face in increasing their skills/education. **Write** each answer down on a different sticky note.

Then, **post** them on the chart entitled *Roadblocks to Increasing Skills/Education*

We'll **organize** your ideas according to similarity and **discuss** each one. Notice that some of these roadblocks are situational, some are habitual, and some are emotional.

*[This is a great opportunity to educate folks about the higher education system and introduce the idea of receiving further education. When possible, allow the other participants to combat the reasons by using redirection such as "Thanks for that idea. What do the rest of you think?"]*

**8B: Think about** your own situation. **Take** 5 minutes to think on your own: what would you have to do in your life to make room for working *and* taking classes at the same time? Each person should **write down** their top 3 challenges in the box in your notes.

### My Top 3 Challenges

I want to make room for working and taking classes, but these things get in the way:

- 1.
- 2.
- 3.

**8C: Consider** ways you might overcome these challenges. While some are certainly out of our control, **think**: What steps do you need to take? What situations do you need to face? Who do you need to ask for help?

**8D:** Sometimes, the idea of providing for our families and adding value with our gifts and talents seems almost impossible. We've experienced deep brokenness in our relationship with the world and with work. And yet God holds out to us the hope to move towards re-creation! Remember, God's promise of re-creation is that our work is not in vain. By adding skills, we can move toward making that a reality today. Let's **close** in prayer and **ask** God to help us in overcoming these challenges. Anyone who would like pray for our challenges aloud is welcome, and then, I will close.

For our next meeting, we're going to dig deeper into how we can build off our existing gifts and talents to take these crucial steps. To prepare, please fill out the *Gifts of the Head, Hand, and Heart* inventory in our notes for our next meeting!

## Gifts of the Head, Hand, and Heart<sup>5</sup>

Everyone has gifts that God has given them to use. Gifts are talents, abilities, skills, and passions that God has given *you* to give to *others* at work, in your *family*, and in your *community*. A big part of living a good life and honoring God is finding ways to use your gifts. So let's talk about different kinds of gifts.

1. **Gifts of the Hands.** These are skills you have learned that you could teach someone (carpentry, cooking, sewing, painting, fixing cars, etc.) List at least 3 gifts of the hands that you have below:
  - a.
  - b.
  - c.
  
2. **Gifts of the Head.** These are things you know about - could be a be a school subject, life lessons, specific knowledge about something (Bible, gardening, math, writing) List at least 3 gifts of the head that you have below:
  - a.
  - b.
  - c.
  
3. **Gifts of the Heart.** These are things you care about deeply about, issues that you're passionate about, or causes that you'd be willing to work for (your community, kids, elderly people, music, sports, justice). List at least 3 gifts of the heart that you have below:
  - a.
  - b.
  - c.

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<sup>5</sup> Derived from *Discovering Community Power* by the ABCD Institute