

First or Last?

By RLD Editorial Team

for use as
STEP 1 

Lesson 11**Focus:**

If you want to be great, you must serve others.

Lesson 11**Bible Basis:**

Mark 10:35-45

Lesson 11**Memory Verse:**

“Whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.”
—Mark 10:43-44

Students will discuss the importance of people who serve others and watch a video about an oil worker who saved some kittens’ lives.

Materials:

- Internet access
- Whiteboard and markers

If you are meeting in person, write the question, "What do you want to be when you are an adult?" on the whiteboard before class. Invite your students to write their answer on the board as they enter.

If you are meeting online, make sure all your participants are unmuted. Ask the question: What do you want to be when you are an adult? Give students 30 seconds to answer. They may all talk at one time and that is okay.

- **What are some reasons that you think you would enjoy jobs like these?** (Allow brief discussion.)
- **Are there any jobs you know you wouldn’t want? What are they and why?** (Students may bring up jobs or careers they see as difficult or tedious.)

Believe it or not, every job that people have involves some kind of service. Doctors serve their patients, first responders serve people in need, and people who work at food establishments serve the people who order from them.

- **If you end up doing the job you mentioned, who will you be serving?** (You may need to provide some examples to get students thinking about jobs in terms of service rather than in terms of a set of duties.)

Sometimes, people have opportunities to serve in ways they didn’t expect. Even if a job isn’t about serving others, God can still provide opportunities to help and serve others. Let’s see how it happened in this video.

Play the video for the class [1:23]:

Title: Check This Out

Source: YouTube.com

URL: <https://www.youtube.com/watch?v=MurRDPy0Wi4>

Short Description: Oil worker uses his coffee to save kittens frozen to ground.

➤ **How did the man serve?** (He rescued the kittens, even using his coffee to thaw their tails enough to free them. Allow time for students to discuss the video a little more in depth if you have the time.)

I'm sure that the oil man in this video didn't think he would saving kittens when he went to work that day! If you pay attention, there are a lot of chances to serve others. The disciples in our lesson today learned all about that.

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

Lesson 11 / August 14, 2022

First or Last?

for use as
STEP 4 

Lesson 11**Focus:**

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Lesson 11**Bible Basis:**

Mark 10:35-45

Lesson 11**Memory Verse:**

“Whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.”
—Mark 10:43-44

Materials:

- Pens/pencils
- Balancing Service handout (1 per student; template found at the end of this step)

Before class, print off enough Balancing Service handouts so that each student has a copy—the template can be found at the end of this step. If you are meeting online, send the template to students ahead of time and ask them to print it off so they have it ready to use.

Remind students of the lesson focus with the following questions:

- **What did Jesus do for His disciples?** (He washed their feet while they were arguing over who was greatest.)
- **How did this surprise them?** (Possible answers: they were not used to service being done by people who were in charge.)

It must have been shocking for Jesus’ disciples to hear what He was saying. The idea that serving is what makes you great, rather than being served, was unlike anything they had ever heard.

- **What happens more often for you—serving or being served?** (Answers may vary; encourage discussion.)

Let’s see if we can get a closer look at the opportunities we have to serve others. Have students get out their Balancing Service handouts. **Let’s brainstorm a list of the people you interact with every week. Include friends, family members, people you know from church or school. For each person, decide whether they are someone who ordinarily serves you. If so, write their name on the left side of your sheet under *People Who Serve Me*; if not, write their name on the right, under *People I Serve*.** Help your students with ideas on who they might be serving without thinking about it (examples might be reading to a younger sibling while Mom is cooking dinner, setting the table, or walking the dog).

After students have had time to complete the first part of their exercise, give the rest of the instructions. **Here's the twist. Even though the names you wrote on the right side of the paper are *People I Serve*, the truth is that you can find ways to serve EVERYONE on this list. For the rest of the class, talk about ways you can serve the people on the left side of your list.** As needed, offer suggestions such as helping, leaving thank-you notes for service workers, or simply greeting people in a kind way. Challenge your students to follow through on those acts of service for at least two people listed in the left-hand column.

Close in prayer.

Take a minute to model service to your group by sending them a text or email reminding them to serve at least one person on their list this week.

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Balancing Service

<i>People Who Serve Me</i>	<i>People I Serve</i>