

Momentum/Friction

Module: S.E.L.F. Assess.ment

Lesson 5: Assess Yourself and Where to Go From Here

Objectives:

- Students will examine themselves for their gifts, skills and talents.
- Students will explore what it means to be ‘famous’ in God’s eyes.

Materials Needed:

- ☐ Index card (3x5) per student
- ☐ Pen/pencil per student
- ☐ Tape (1 piece per student)
- ☐ Chart paper/white board
- ☐ Markers
- ☐ Bibles

Minds On

Give each student a 3 x 5 index card, a writing utensil and a piece of tape. Have them write on the card the name of a famous person, living or dead. Ask each student to tape his or her “famous person” card onto the back of another student, without letting that student know the name on the card. Tell the students to find out who they are by milling around and asking other students questions that can be answered “yes” or “no”. Students may ask only one question each time they talk to another student. Continue the process until everyone has identified his or her famous name. Simple hints from other students or the leader may be given to help those having a difficult time.

Once all the students have settled down, ask students what type of questions they used to figure out their famous person. Have each student talk about their celebrity and what they are know about them, what skills they have/had, and why they are famous.

Action

On chart paper, create a T chart. On the left side write “Famous Person”. Have students call out the name that was on their back and make a list. After the list is formed, write at the top of the right side of the column “Famous For”, and ask them to help you fill in the T-chart with what makes this person famous. (An example is provided below)

Famous Person	Famous For
Michael Jordan	Basketball Player
Justin Beiber	Singer
Johnny Depp	Actor
Rachel McAdams	Actress
Serena Williams	Tennis Player

After the list is completed, continue by saying something like: Famous people all have different skills and talents, and usually it takes a lot of work to get to where they do get. They have to develop their skills, which require a lot of dedication, focus, and hard work. As hard as it is to become famous in the eyes of today's society, there is someone that loves us enough to consider us special and unique in His eyes.

Have students read verse by verse (a different student for each verse perhaps) 1 Corinthians 12: 4-12.

After reading, continue by saying something like: we all have different skills that were uniquely given to us by God, and we are meant to use those to glorify His name, both within the church and outside the church walls.

God has a plan for this world, and even though you are just one person, you are a big part of that world, since it would not function the way God wants it to function without your participation. Just as the verse stated, everyone has their own distinct role within the church, and just like our body needs each limb, organ, and vessels to work, the Church needs all parts in order to function properly. So, the question we need to ask ourselves is: what is my role? What am I good at? How can I use my gifts and talents in the church? How can I develop my gifts and talents to better serve God in this world?

Consolidate/Debrief

Have the students' pair up and reflect on one thing about themselves that others would remember. They should think about something that makes them each special. It doesn't have to be something big, but it should say something about who the student is. It can be silly, fun, sentimental, or kinds. Once they have shared with their partner, have the group come back together and have the partners talk about each other, not themselves, by starting the sentence with their partners name and continuing with what makes them special, or something that others would remember about them.

For example, my partner is Sally and she says that she can touch her tongue to her nose. I would therefore say, “This is Sally, and she is special because she can touch her tongue to her nose.” If Jim’s partner is Bob, Jim would say, “This is Bob, and he is special because he can type 100 words per minute”. Ensure that each student has a chance to share about his or her partner.

Have a student or leader read Romans 12:6-8.

Say something like: God has given us all a great gift, and it is up to us to use it to glorify his name, since he gave it to us. Continue by asking a rhetorical question to the students e.g. When we look at each of our gifts, how can we use them and cultivate them as we grow in our faith each day? It’s something to think about as we discover what exactly each of our gifts are and how they can be used.

As the youth leader, use your knowledge of the students to point out any of their unique gifts. Use these as examples and try to indicate how the students might be able to use their gifts to glorify God.

To end the lesson ask a few rhetorical questions, along the lines of: Now that we’ve considered our individual gifts, we have to think about how those individual gifts can come together in God’s big picture. How can we work together to further God’s plan as a church and one body in Christ? Just something to think about.

Bring the lesson to a close by asking God to reveal to your students the gifts you have given them so that God can mould them, shape them, and build them into gifts that can glorify Him.