

Series: The Light in You

Session Title: Spiritual Gifts Assessment

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Board or chart paper and markers
- ☐ Copies of the Spiritual Gifts Assessment tool pages (at back of binder)
- ☐ Pens

Lesson Objectives:

As a result of this lesson, students will be able to...

- Complete the Spiritual Gifts Assessment tool and thereby identify four areas in which God has given them the ability to bless the kingdom.

Pastoral Objectives:

Lead In:

Ask the students if any of them have taken a spiritual gifts test before. Get a show of hands. Tell the students that for the remainder of the lesson, they will have the opportunity to work through a spiritual gifts test that has twelve categories. Some tests have more and others less categories. Ask them to predict the twelve categories. As they guess, write their answers on a board or chart paper. You will come back to this later but leave it for now as you proceed with the test.

Taking the Test:

When they are done, pass out copies of the Spiritual Gifts Assessment tool (back of binder) without the last page (page 9). This tool was developed by BCOQ's own Paul Carter for use with young people. Tell them not to open it. Hand out pens. Instruct the students to proceed with the test, answering each question as it appears.

Note that students often have anxiety about answering the questions inaccurately and therefore spend far too much time analyzing their reactions to the statements. You might give them a time limit or encourage them to go with their first reaction. They may also need clarification on some of the statements, which you can provide as they go.

Have students begin the test.

Scoring the Test:

When the students have completed the test, instruct them to score each section. As they do, hand out page 9 of the assessment and instruct them to transfer their section scores to that page.

Clarifying the Content of the Test:

When all students are done or the time has run out, gather the group. Ask them to have a look at the predictions that they made initially. As a group, have the score themselves on their guesses. How many did they get right? The point of this is part fun and part clarification. As they look through the twelve categories, there may be some that they do not understand. Here is the leader's chance to clarify the twelve categories.

Individual Gifts:

After completing the clarification, go around the group to allow students to divulge their strongest area. Here is a very positive way to do this that encourages students to listen to one another. Let's say that Candace is first. Rather than ask Candace what her highest category was, ask the rest of the group to predict Candace's highest ranking category. Then allow Candace to reveal whether the guess is accurate or not. This not only encourages listening, it can affirm a student's giftedness if others around her or him have noticed it too. Proceed around the group until everyone has had a chance to reveal her or his highest ranking category.

Conclusion:

Conclude by telling the students that in the following two sessions, they will have the opportunity to explore their primary area of giftedness in a more thorough way. Tell them that they will be meeting some heroes of the faith, both from the Bible and from the contemporary world, and learning from them what a life of faithfulness might look like for them.

They will need their tests the following week. If you trust your group to remember, let them take them home. If you do not trust them to remember, hold on to the tests and bring them back the following session yourself (my preference is this).