



DEEPER BIBLE What's My Purpose?

[15 min]

Supplies

- Bibles*
- "My Purpose Evaluation" handout (1 per child) (download [here](#))
- "My Purpose" handout (1 per child) (download [here](#))
- pencils

Set It Up

Say: **We're learning that we each have a purpose. God gave Queen Esther a purpose that was just for her. But God has prepared good things for each of us to do!**

Read Ephesians 2:10.

Say: **So how do we know what our purpose is? What did God plan for each of us to do? Let's dig in to that.**

Self-Evaluate

Say: **In order to figure out what our unique purposes are, let's rank what kinds of things we like to do.**

Have small-group leaders give each child a "My Purpose Evaluation" handout and a pencil. Read each line aloud. If kids feel like it applies to them, they'll make an X in the box. If not, they'll leave the box blank. Small-group leaders can help guide this process.

Continue until kids have finished the evaluation. Then have kids count how many X's they have in each column and write the totals in the boxes.

Ask: • **Which column had the highest number for you?**

Say: **Let's see what these numbers show us about our purpose!**

Have small-group leaders distribute the "My Purpose" handout to each child. Have kids look through the list of things they may be good at and ways they could serve. Then have them discuss the following question in their small groups.

Ask: • **Which of the things on the list make you feel like "Oh yeah, that's perfect for me!"?**

Say: **God made *you* with unique talents and interests. And God can use those talents to serve him in specific ways. We each have a purpose, and your purpose might be a little different from my purpose. And if you didn't really connect with any of the ideas you just read, take the handout home and read through the other ideas from the other numbers, even if it's not the one you scored highest in. You might just feel a special tug on your heart when you read your purpose! And remember, Esther's purpose was "for just such a time as this." Your purpose today might be different from your purpose tomorrow as God grows and shapes you!**

Here's one thing that's true about your purpose, no matter how God uses you: **It's all about showing God's love.**

Read Colossians 3:14.

Say: **We're *all* called to serve and show God's love, and we can do it different ways specific to how God made us! We each have a purpose, a special role in showing God's love. Let's ask God to show us his purpose for us.**

Lead kids in a brief prayer, asking God to show everyone their purpose and use you all to do important things for him.

My Purpose Evaluation

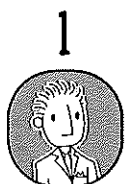
For each statement, check the box only if your answer is "absolutely yes."	1	2	3	4	5	6	7	8
I find it easy to remember quotes or phrases.	<input type="checkbox"/>							
I'm very aware of other people's body language.								<input type="checkbox"/>
I remember things by repeating them in a rhythm.			<input type="checkbox"/>					
I take apart and put things back together easily.				<input type="checkbox"/>				
I have a good sense of direction.		<input type="checkbox"/>						
I like to move around a lot.					<input type="checkbox"/>			
I know my strengths and weaknesses well.							<input type="checkbox"/>	
I'm interested in what my friends are doing.								<input type="checkbox"/>
My mood changes when I listen to music.			<input type="checkbox"/>					
I find budgeting and managing money easy.				<input type="checkbox"/>				
I have a good sense of balance.					<input type="checkbox"/>			
I enjoy crossword puzzles and word searches.	<input type="checkbox"/>							
I like to learn about myself.							<input type="checkbox"/>	
I enjoy puzzles such as Sudoku.				<input type="checkbox"/>				
I have always been very coordinated.					<input type="checkbox"/>			
I remember music and lyrics easily.			<input type="checkbox"/>					
In school, my favorite subject is art.		<input type="checkbox"/>						
I often talk to myself—aloud or in my head.							<input type="checkbox"/>	
I can play a musical instrument.			<input type="checkbox"/>					
I care about people making sense rationally.				<input type="checkbox"/>				
I have lots of plants in my room.						<input type="checkbox"/>		
I'm good at sensing my friends' moods.								<input type="checkbox"/>
In school, my favorite subject is English.	<input type="checkbox"/>							
I enjoy taking personal inventories (like this one!).							<input type="checkbox"/>	
I find graphs and charts easy to understand.		<input type="checkbox"/>						
I get renewed by spending time alone.							<input type="checkbox"/>	
I find ballgames easy and enjoyable.					<input type="checkbox"/>			
I like to set goals for the future.							<input type="checkbox"/>	
I keep a journal or diary.	<input type="checkbox"/>							
I love camping and being outside.						<input type="checkbox"/>		
When I'm concentrating, I tend to doodle.		<input type="checkbox"/>						
I often have a song or piece of music in my head.			<input type="checkbox"/>					
I like to be systematic and thorough.				<input type="checkbox"/>				
SUBTOTAL 1 (Count how many check boxes you checked in each column)								

My Purpose Evaluation

For each statement, check the box only if your answer is "absolutely yes."	1	2	3	4	5	6	7	8
I like pictures of nature scenes.						<input type="checkbox"/>		
I enjoy debates and discussions.	<input type="checkbox"/>							
I play a sport or dance.					<input type="checkbox"/>			
I can help friends solve arguments.								<input type="checkbox"/>
I often see clear images when I close my eyes.		<input type="checkbox"/>						
I keenly notice changes in the environment.						<input type="checkbox"/>		
In school, my favorite subject is music.			<input type="checkbox"/>					
I like to think through a problem carefully.				<input type="checkbox"/>				
I enjoy caring for pets.						<input type="checkbox"/>		
I find it easy to talk to new people.								<input type="checkbox"/>
I care deeply about the environment.						<input type="checkbox"/>		
I like parties.								<input type="checkbox"/>
I like to see pictures when learning something.		<input type="checkbox"/>						
I care about what words people use—not just what they say.	<input type="checkbox"/>							
I can easily tell whether someone likes me.								<input type="checkbox"/>
To learn something new, I just need to do it.					<input type="checkbox"/>			
I can recognize different birds, trees, or plants.						<input type="checkbox"/>		
I'm very good at knowing how I'm feeling.							<input type="checkbox"/>	
My room is full of pictures and photographs.		<input type="checkbox"/>						
Singing makes me happy.			<input type="checkbox"/>					
I enjoy making things—I'm good with my hands.					<input type="checkbox"/>			
I'm good at math and using numbers.				<input type="checkbox"/>				
I love to read.	<input type="checkbox"/>							
SUBTOTAL 2 (Count how many check boxes you checked in each column)								
TOTAL (Add up your two subtotals)								

SCORING CHART

Whichever column had the most checkmarks, that column number is your smart! Match it below.



Word Smart



Picture Smart



Music Smart



Logic Smart



Body Smart



Nature Smart



Self Smart



People Smart

My Purpose



WORD SMART	Typically writers, journalists, teachers, poets, speakers
Jesus was a storyteller. "Jesus also used this illustration..." (Matthew 13:33).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Memorization <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Debating <input checked="" type="checkbox"/> Words <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing 	<ul style="list-style-type: none"> • Tell someone what gifts and talents you see in them. • Tell someone your favorite Bible story. • Write an encouraging letter to someone. • Write a story or poem about God's love. • Interview someone to find out what he or she does well.



PICTURE SMART	Typically architects, sculptors, painters, navigators
Jesus used visuals to help people remember. "He took some bread and gave thanks to God for it. Then he broke it in pieces and gave it to the disciples, saying, 'This is my body, which is given for you. Do this in remembrance of me' " (Luke 22:19).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sculpting <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Imagination <input checked="" type="checkbox"/> Drawing <input checked="" type="checkbox"/> Using metaphors <input checked="" type="checkbox"/> Painting 	<ul style="list-style-type: none"> • Make a picture to show someone what you've discovered about Jesus. • Create an encouraging card for someone in the class. • Hang colorful pictures, posters, or art in the classroom. • Make a unique craft that symbolizes God's love for us. • Doodle and draw a Bible story.



MUSIC SMART	Typically musicians, performers, conductors, musical audiences
Jesus and his disciples sang hymns. "Then they sang a hymn and went out to the Mount of Olives" (Matthew 26:30).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In tune with the nuances of music others may miss <input checked="" type="checkbox"/> Rhythm <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Timbre <input checked="" type="checkbox"/> Sensitive to the emotional power of music 	<ul style="list-style-type: none"> • Teach a worship rap or rhythmic chants or cheers. • Write a worship song. • Use classroom items to make music as kids arrive, as background music during activities, and as exit music. • Share a Bible truth or story through songs.



My Purpose



LOGIC SMART	Typically scientists, engineers, mathematicians, accountants, lawyers
Jesus asked a lot of questions. "And why worry about a speck in your friend's eye when you have a log in your own?" (Matthew 7:3).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem-solving <input checked="" type="checkbox"/> Computers <input checked="" type="checkbox"/> Numbers <input checked="" type="checkbox"/> Abstract thinking <input checked="" type="checkbox"/> Logical reasoning <input checked="" type="checkbox"/> Organization 	<ul style="list-style-type: none"> • Help the teacher organize classroom supplies. • Come up with a plan for making sure each person in the class is encouraged today. • Come up with unique questions to get to know people in class.



BODY SMART	Typically athletes, dancers, outdoor workers, mechanics, actors, surgeons
Jesus used active learning. "So he got up from the table, took off his robe, wrapped a towel around his waist, and poured water into a basin. Then he began to wash the disciples' feet, drying them with the towel he had around him" (John 13:4-5).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Athletic <input checked="" type="checkbox"/> Good at crafts <input checked="" type="checkbox"/> Likes to participate in active learning processes <input checked="" type="checkbox"/> Control over one's body <input checked="" type="checkbox"/> Likes to touch <input checked="" type="checkbox"/> Learns best by moving 	<ul style="list-style-type: none"> • Use a classroom object and make up a game that teaches something about Jesus' forgiveness. • Make up actions that go with Ephesians 2:10. • Use classroom objects to build something that represents God's power. • Create a dance to a worship song. • Act out your favorite Bible story.



NATURE SMART	Typically botanists, zookeepers, park rangers, nursery specialists
Jesus knew the ways of wind and water, of fish and growing things. "Here is another illustration Jesus used: 'The Kingdom of Heaven is like a mustard seed planted in a field' " (Matthew 13:31).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Likes to collect, classify, or read about nature <input checked="" type="checkbox"/> Keenly aware of environment <input checked="" type="checkbox"/> Notices differences, similarities, anomalies <input checked="" type="checkbox"/> Likes the outdoors and/or animals 	<ul style="list-style-type: none"> • Tell about an animal that displays God's creativity. • Cut out animal or leaf shapes and write encouraging notes to hang around the room. • Look out a window and point out your three favorite things God made. • Read aloud Job 12:7-10 as a praise to God.



My Purpose



SELF SMART	Typically novelists, philosophers, counselors, people with a deep sense of self
Jesus modeled solitude and reflection. "He went up into the hills by himself to pray. Late that night, the disciples were in their boat in the middle of the lake, and Jesus was alone on land" (Mark 6:46-47).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands self <input checked="" type="checkbox"/> Reflective <input checked="" type="checkbox"/> Meditative <input checked="" type="checkbox"/> Self-motivated <input checked="" type="checkbox"/> Desires alone time <input checked="" type="checkbox"/> Aware of own feelings <input checked="" type="checkbox"/> Aware of own strengths and weaknesses 	<ul style="list-style-type: none"> • Find a quiet place and listen to God. • Read Psalm 23 and reflect on God's goodness. • Talk with someone and tell a gift or talent you've noticed in them. • Come up with a plan for how you can personally show God's love to kids in class.



PEOPLE SMART	Typically ministers, teachers, counselors, salespeople, managers, politicians
Jesus used small groups. "Then he appointed twelve of them and called them his apostles. They were to accompany him, and he would send them out to preach" (Mark 3:14).	
STRENGTHS:	Serve God, Serve Others
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cooperative <input checked="" type="checkbox"/> Intuitive of other's needs <input checked="" type="checkbox"/> Enjoys people <input checked="" type="checkbox"/> Friendly <input checked="" type="checkbox"/> Social understanding <input checked="" type="checkbox"/> Good negotiator <input checked="" type="checkbox"/> Good communicator 	<ul style="list-style-type: none"> • Help the teacher clean up the classroom. • Discover two interesting facts about five people in class. • Cheer up a classmate or leader who seems down. • Quickly plan and execute an instant party!



OBJECT LESSON

Purpose Surprise

[10 min]

Supplies

- Play-Doh (roughly 1 handful per child)
- bubble wrap (one 3-inch strip per child)
- Post-it Notes (1 per person)

Easy Prep

- Cut a 3-inch-wide strip of bubble wrap for each person.

Make Guesses About Original Intentions for Inventions

Say: Today we're learning that we each have a purpose. Sometimes we may wonder what our purpose is or if we have only one. To help us understand *purpose* more, let's look at some modern inventions and guess about the original reason the inventors made them. The reasons might surprise you!

- Have small-group leaders give each person a handful of Play-Doh.
- Allow kids time to explore the Play-Doh and discuss the ways they've used it before. Then groups can discuss in their groups what they think might have been the inventor's original intention for this invention.
- Invite groups to share why they think Play-Doh was originally invented.
- Reveal that Play-Doh was originally created by a soap maker, named Cleo McVickers, who thought the squishy clay would make a great wallpaper cleaner. Cleo's son eventually helped make Play-Doh the fun shaping and molding toy it is today.
- Have small-group leaders give each person a strip of bubble wrap, and allow groups to again play with it and discuss how they've used it and what they think the inventor's original intention might have been. Then take some reports.
- Reveal that bubble wrap was originally invented to be a textured wallpaper. It didn't sell well, but if it got dirty, maybe they could have used Play-Doh to clean it! It wasn't until another invention came along—computers—that the inventors of bubble wrap had another idea for their invention, and it became a packaging material to protect fragile computers during shipping.
- Have small-group leaders give each person a Post-it Note, and repeat the investigation process with reports at the end.
- Reveal that Post-it Notes were an accidental invention by Spencer Silver, who was trying to make a *very* strong adhesive. What Mr. Silver invented was a conveniently not-so-strong adhesive that could adhere paper to other surfaces but also be easily removed without leaving a sticky mess behind. Now, Post-it Notes are used for countless purposes all over the world!

Talk About It

Ask: • Which invention's original purpose surprised you most, and why?

• What's a surprising thing you can do? Share an example of your own, such as being able to whistle really loud or being able to make people laugh when they're feeling down. Then have kids share in their small groups.

Say: Like these inventions we looked at today, our purpose may be surprising and unexpected. And it may change! Whether we feel like we

Classroom: Kids Branch

know our purpose or we're still figuring it out, *our* inventor—God—made sure we each have a purpose.