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What Leaders Bring to the Table

Understanding what you bring to the table is critical to the way that you connect with students. The trouble comes when we rely on only the things that come natural to us to inform the way we teach and connect. Use this list to begin to ponder what you bring to the table, but also where gaps may exist in your ministry.

Age/Generation:

Race/Ethnicity:

Gender:

Profession:

Hometown:

Sexual Identity:

Family Dynamics:

Education:

Body Image:

Immigrant:

Learning Style:

Struggles:

Dialect:

Hopes:

Passions:

Trauma:

Churched/Unchurched:

Hobbies:

Loved/Hated School:

Religious/Spiritual:

Other:

Other:

Other:

Other:

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Have each of your volunteers fill out the sheet about what they bring to the table. Compile those answers here to identify areas where your ministry has obvious strengths, but also to identify where gaps might exist. Consider how that might change the way you recruit and equip volunteers.

Age/Generation:

Strengths	Gaps

Race/Ethnicity:

Strengths	Gaps

Gender:

Strengths	Gaps

Profession:

Strengths	Gaps

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What Students Bring to the Table

Every student brings their unique perspective to the conversation of faith. Choose one student and jot down everything you know about that student. How would knowing this information impact the way that you lead and teach this student?

Age/Generation:

Race/Ethnicity:

Gender:

Future Profession:

Hometown:

Sexual Identity:

Family Dynamics:

Education:

Body Image:

Immigrant:

Learning Style:

Struggles:

Dialect:

Hopes:

Passions:

Trauma:

Churched/Unchurched:

Hobbies:

Loved/Hated School:

Religious/Spiritual:

Other:

Other:

Other:

Other:

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Consider the students in your small group. Jot down some things that characterize each student. Knowing the makeup of the group, consider how you might best contextualize and customize conversations for them.



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Think about what you would need to know about your neighborhood, village, town, city, or suburb that would inform the way that you plan, contextualize, and customize your content, events, and programming.



What community rhythms exist in your context?

What gaps exist in your community?

What historical moments contribute to the context that your teenagers are growing up in?

What are the unwritten expectations that our community puts on teenagers?

Are there systems that contribute or take away from the lives of your students?