

DISCOVERING ME

LEARNING OUTCOMES

Members will demonstrate a growing sense of self by:

- being able to explain that God loves them;
- explaining some different personality types;
- identifying their personal strengths and weaknesses;
- setting personal goals.



BADGE REQUIREMENTS

1. Know at least two verses of Scripture that show that God values you as a person.
2. Explain some personality types.
3. List your strengths and weaknesses.
4. Prepare a presentation for your group showing one thing that you love to do. Explain why you enjoy it and how this matches your personality.
5. Explain to your leader how to set personal goals.

GUARDS
RANGERS



CATEGORY

Self

TIME FRAME

Four weeks

AIM

To help members gain an understanding of themselves and learn to respect each other's differences.





Teaching ideas



1. Know at least two verses of scripture that show that God values you as a person.

It's important that members understand their value to God and not simply memorise two verses. This is one method to teach this requirement – you may think of other methods.

Put the following statements on different pages. Underneath the statement divide the page into two columns with the headings, 'Yes', 'No'. Hang the pages around your meeting place. Invite your group to walk around and put a tick in one of the columns after they have thought about the heading. They may walk around with one other person, or alone and have them each start at different pages so there is no waiting.

- I think that God loves everyone
- I think that God only loves us when we are good
- I think that God is very quick to punish all wrong doers
- I think that God only loves blonde, blue-eyed people
- I think that God doesn't have favourites
- I think that everyone is precious to God

Have already hidden around the room slips of paper with one of the following verses printed on each. Make sure you have enough pieces so that everyone will find one. You will need to duplicate the verses if your group is large. Ask your members to find one piece of paper and come back to you.

Psalm 139:13-14 NIV

... You created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made, your works are wonderful, I know that full well.

1 John 3:1 CEV

Think how much the Father loves us. He loves us so much that he lets us be called his children ...

Psalm 103:8 GNB

The Lord is merciful and loving, slow to become angry and full of constant love.

Jeremiah 29:11 NIV

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.'

Zephaniah 3:17 CEV

The Lord your God ... celebrates and sings because of you, and he will refresh your life with his love.

1 John 4:9-10 GNB

And God showed his love for us by sending his only Son into the world, so that we might have life through him. This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven.

Teaching ideas

Psalm 121: 7-8 NIV

The Lord will keep you from all harm – he will watch over your life: the Lord will watch over your coming and going both now and forever more.

Once all the verses have been found, bring the group together and ask them to think about their verse, and which one of the statements up on the wall their verse confirms or proves false. Each member should read out their verse and then connect it to one of the statements. (Do not be judgemental about their decisions and if more than one chooses the same statement that is O.K.)

Now display all the verses so the members can read them silently. *(Use Handout 1.)* After they have looked at the verses tell them you want them to choose two verses that specially assure them of God's love. *(Some members may like to explain why they made their choice. But do not expect everyone to want to join in doing this. You could use this discussion as your devotional segment. Even if they just read out one of their verses this would be a valuable exercise.)*

You can spend some time with them memorising the verses now or give them to your group to take home to learn. *(You know which method will work best with your group.)*





Teaching ideas



2. Explain some personality types.

Explain that this is a fun exercise to help us begin to understand different personality types. We're all different, and understanding those differences helps us to live together.

Before doing this as a group activity, please make sure that you trial this yourself.

(Distribute Handout 2 and pens.) Members are to circle the letter alongside the response that best describes themselves. Usually their first response is the best one. Assist members as needed.

When everyone has completed the exercise, distribute Handout 3 and assist members to score their responses. Note that the value of each letter is different for each answer.

When members have completed the scoring and have obtained a total, direct them to the personality types described on the handouts. They could underline or highlight the comments they agree with about themselves. They should also read the other two personality types.

Invite members to share their personality type if they wish. Ask them to share the parts of the description they agree and disagree with, and why. You may like to invite other members to speak encouragingly of each other's personality type, e.g. who agrees that Kerry is a personality type A? Why or why not?

Remind members that this was a fun exercise and an introduction to personality types. Knowing something about personality types helps us to understand ourselves and others. Also mention that there is no right or 'perfect' type, but that all personality types have value.

Be sure that members understand that their personality is still developing. This exercise aims to introduce some different types of personality and helps them begin to understand what type they *might* be.

Teaching ideas



3. List your strengths and weaknesses.

Everyone has some personal strengths as well as weaknesses. Some members of your group may feel that they have only weaknesses. It will be your task to help them discover that they do have strengths. (You can refer to their personality test to help you with this but you need to include other strengths and weaknesses not mentioned in that test.)

Have two large sheets of paper ready to write down ideas. Ask the members to call out what they think are strengths in people. As they call out their ideas you or another leader should write them down. For example:

- Always owns up when he/she is at fault
 - Is a good sport
 - Is kind to others
 - Is quick to congratulate someone who beats him/her
 - Is very good at reading/maths/ music
- (Try to get at least 10 ideas)

Now do the same for weaknesses:

- Brags too much about achievements
- Sulks when he/she loses
- Talks about others behind their backs
- Never talks to newcomers
- Can't be trusted

Now ask the group to read through the lists and be fair and honest as they consider which ones apply to themselves. *(If your members know each other well they may be prepared to work with a partner who would help them identify their strengths in particular.)*

Leaders: Part of this badge requirement is that the members not only identify their strengths but also think about their weaknesses. But don't dwell on the weaknesses either – teenagers are still finding out what they are good at doing and need encouragement.

Encouragement Activity

In groups of five to six, the members sit in a circle and are each given a sheet of blank paper, at the foot of which they write their own name. Having done this, they pass the paper to the person on their left. That person writes at the top of the paper something about the worth of the person whose name is on the bottom. It can either be something specific and personal (e.g. you listen without interrupting), or something generally true (e.g. God knows how hard you work for him and is pleased with you). Stress that it must encourage the person and teasing is not allowed. When each person has finished writing, he/she folds the top of the paper over and passes it on to the left. The process is repeated again and again until everyone receives back the paper with their name on it. They open and read it.

(The devotions 'We're all different' could follow this activity).

Name Game

The point of this game is to encourage players to think of encouraging, positive attributes and strengths.

Each person thinks of a word that describes himself/herself that begins with the first letter of their first name, e.g. affectionate Ann. Each person in turn says aloud their descriptive word and name. Several rounds





Teaching ideas

could be played with each player thinking of a different description each time. If you wish, players are eliminated when they can't think of a descriptive word. The initials of middle and family names can be used instead or in addition.

Players should focus on positive traits or strengths.



4. Prepare a presentation for your group, showing one thing that you love to do. Explain why you enjoy it and consider how this matches your personality.

Explain to your group that they each need to think about one thing they like to do. This badge requirement follows on from the discussion about their individual strengths and weaknesses. The individual presentations can be as simple or complex as the members like – remembering that different personalities will be more comfortable if they know they have 'permission' to be themselves!

If your group is large, you may need to spread this over several parades.

Use your more confident members first so that the others get the idea.

Take time to speak with each member to ensure that they understand what is required.

Teaching ideas



5. Explain to your leader how to set personal goals.

Goal setting methods are used by many top level athletes, successful business people and achievers in all areas. They give us something to aim towards and they help us to organise our time so that we can make the very most of our life. (Leaders note: you could add your own up to date stories of young people who have set and achieved goals.)



By setting sharp, clearly defined goals, we will also raise our self-confidence, as we achieve the various steps towards the goals that we have set.

Goal setting is a powerful process for developing our strengths. By knowing precisely what we want to achieve, we know where we have to concentrate our efforts. We'll also discover the distractions that would otherwise keep us from our goal.

(Have the following five steps to goal setting copied out and cut into pieces without the numbering 1 to 5. Display the separate steps around your meeting area or on a table and ask your group to try to put them into what they think may be a good plan for setting a goal. Don't interrupt them to begin with so that they talk about the process. After a few minutes take step one and place it on the top of what will finally be a display of the five steps with a brief explanation and then the next step and so on. If your group is large, break into subgroups for this exercise to give everyone an opportunity to get involved.)

1. Decide a goal to work towards

Choose one goal at a time to help you remain focussed. Determine when you want to complete the goal.

2. Break the goal into manageable pieces

Think about all the steps that are required to achieve the goal. Brainstorm these and write them down as you think about them.

3. Write a plan of action

Order the steps you've brainstormed in Step 2 as they need to be completed. The plan of action might also include the resources you'll need, people and place you'll need to contact and a time-frame when each step is to be completed.

4. Put your plan into action

Complete each step within the time frame you've determined. Remember that it is a plan and that distractions and other obstacles may prevent you from completing a step or steps within the time allocated. Be prepared to change the time-frames and add steps if required.

5. Celebrate the achievement of your goal

The celebration might be part of the goal (e.g. having a birthday party), or you may need to think of a specific way to celebrate. You may like to include celebrations or rewards when you complete each step.





Teaching ideas

Now in pairs or with a leader they could work out a personal short term goal for themselves and how they will put it into practice. Examples of individual goals could be: to finish the SAGALA award level they're on; get on the soccer team; to buy themselves a new iPod; to finish a school assignment.

step	My personal goal	Time frame
1. Decide a goal to work towards	Purchase a skateboard	Christmas
2. Break the goal into manageable pieces	<ul style="list-style-type: none"> Cost Which board do I want? Where do I buy it? Raise/save money Talk with my parents What other equipment do I need? 	
3. Write a plan of action.	<ul style="list-style-type: none"> Talk to parents within 2 weeks Investigate brands/skateboards and prices Investigate other equipment needed, e.g. – helmet, pads Decide which board and where from Work out how I am going to raise money Purchase 	Mid June Start of July Start of July Mid July July – December Mid December
4. Put your plan into action.	(Cross out each step as it is achieved)	
5. Celebrate the achievement of your goal.	Ride the board	Christmas Day

Handout 1 - Guard/Rangers

God values ME as a person . . . WOW!!

Psalm 139: 13-14 NIV

You created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made, your works are wonderful, I know that full well.

1 John 3:1 CEV

Think how much the Father loves us. He loves us so much that he lets us be called his children ...

Psalm 103:8 GNB

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And God showed his love for us by sending his only Son into the world, so that we might have life through him. This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven.

Psalm 121: 7-8 NIV

The Lord will keep you from all harm – he will watch over your life: the Lord will watch over your coming and going both now and forever more.

Handout 2 - Guard/Rangers

Personality Test For Teens

Here are 12 fun questions to be completed in 8 – 12 minutes.

Circle the letter near the statement that best describes you. Go with your gut feeling – do not take a long time agonising over your response.

1. You get back a test. You ...

- a. compare it to the top scores in the class.
- b. compare it to the average scores in the class.
- c. compare it to the lowest scores in the class.
- d. put it aside without comparing it to others and don't think about it anymore.



2. Your mother's birthday is coming up. Your sister tells you that she has an awesome gift for her but she won't tell you what it is. You ...

- a. hit the shops in a frenzied effort to get something better.
- b. forget about your sister's gift and buy something that you feel your Mum would like.
- c. think that your mum will like whatever you give her and grab the first thing you see.



3. Your teacher and classmates think you have done well on an assignment. You ...

- a. are happy and proud of yourself.
- b. still think how you could have done better.
- c. feel embarrassed about the achievement.
- d. say it was nothing really.
- e. put it aside and forget about it.
- f. keep thinking about all those who have done better than you.



4. You have some news that you just have to tell your friend. You call but the line is busy and you get voice mail. You ask to be called back. Half an hour goes by and you have not heard from him/her. You ...

- a. keep ringing every five minutes.
- b. wait an hour or so and then try again.
- c. leave it – it can wait till tomorrow.
- d. leave a message and find something else to do.



5. You are playing a game with some younger cousins. You ...

- a. play as well as you can and try to beat them.
- b. give them some opportunities to score.
- c. play well but let them win in the end.
- d. don't really pay attention to the game – you will let them win anyway.



6. You like to ...

- a. be the best at everything.
- b. be among the best at everything.
- c. be the best you can be.
- d. enjoy your life and forget about achievements.



Handout 2 - Guard/Rangers

Personality Test For Teens - contd.



7. You have two hours to finish the multiple choice questions in an exam. After an hour you still have 30 questions to go. Somebody gets up and hands in their paper and leaves the room. Ten minutes later another student leaves. You...
- a. don't pay attention and take it easy - it's just an exam.
 - b. check that you still have enough time and keep working at the same pace.
 - c. don't worry because you know that you still have plenty of time to finish.
 - d. get really nervous and start working faster.
 - e. get angry because someone has beaten you then work fast so that you can be the next one to walk out.



8. What do you like to do most in your free time?
- a. Mostly just hang out doing nothing in particular.
 - b. Various things – sometimes just hang out, sometimes work on hobbies, do some sports etc.
 - c. What free time?
 - d. Structure it. Do various things but never hang out.



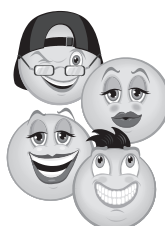
9. When you are tired what do you do?
- a. Take it easy and slow down, taking the time to recover.
 - b. I get plenty of rest so I never get tired.
 - c. I don't have time to be tired – I just keep going.



10. You start drama classes with your best friend. When the roles for the school play are announced you realise that you have only a small role while your friend has the leading role. You ...
- a. get angry and bitter.
 - b. congratulate your friend.
 - c. don't care either way.



11. Your friend asks you to help her/him with a maths problem (you are very good at Maths). You do your best to explain it but she/he doesn't catch on. You ...
- a. try to explain it in a different way.
 - b. just say that it is no big deal because you don't understand it very well either.
 - c. get very impatient and silently wonder why you're a friend with such a dummy.



12. When you are faced with a very challenging task would you rather ...
- a. work in a group and actively participate?
 - b. work in a group and let others do most of the work?
 - c. work alone?

Handout 3 - Guard/Rangers

What's your score?

Check your results. There are no right or wrong answers. Write next to the question number the value (1 or 3 or 5) that your answer scored.

1. ___ (a = 5, b = 3, c/d = 1)
2. ___ (a = 5, b = 3, c = 1)
3. ___ (a = 3, b = 5, c = 3, d/e = 1, f = 5)
4. ___ (a = 5, b = 3, c = 1, d = 3)
5. ___ (a = 5, b/c = 3, d = 1)
6. ___ (a = 5, b/c = 3, d = 1)
7. ___ (a = 1, b/c = 3, d/e = 5)
8. ___ (a = 1, b = 3, c/d = 5)
9. ___ (a = 3, b = 1, c = 5)
10. ___ (a = 5, b = 3, c = 1)
11. ___ (a = 3, b = 1, c = 5.)
12. ___ (a = 3, b = 1, c = 5)

Total ___ Add the column.

If your score equals:

35+ you may be developing an 'A' type personality;

20 - 34 you may be developing a 'B' type personality;

19 or less you may be developing a 'C' type personality.

Now read the description of your type of personality and consider whether or not it describes you.

Type 'A' personality

You are highly motivated and eager to be at the top. You are a perfectionist - critical of your own efforts firstly – and then others. Sometimes this hurts other people and then you feel guilty and full of anxiety. You have the capacity to get a lot done and move ahead in your chosen career. You need to be careful that you are not always in a hurry. You need to learn how to relax. You can be counted on to get a job done and are disappointed if your efforts are not recognised.

Type 'B' personality

Generally you are relaxed and good-natured. You are friendly and accepting of others and generally satisfied. Your strength is that you focus on the positive in people and events so you cheer others who think they are failures. You can be a leader or work happily as part of a group. You can become competitive and hostile at times so watch that these traits don't take over.

Type 'C' personality

Your relaxed attitude to life means that you are fun and easy to be around.

This is good for making friends. Make sure that you don't miss important opportunities because you are too relaxed. You need to find some things that you care about.

Learn to focus and complete jobs that are assigned to you so that you don't let your friends down.

Discuss with a friend how we are all different and need to respect each other's differences.

Handout 4 - Guard/Rangers

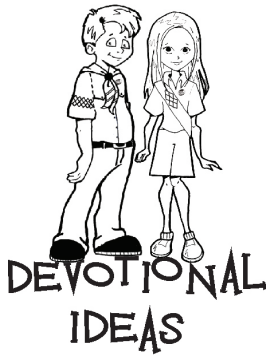
When you photocopy this handout for the devotion ‘Perfect Prints’ remember that you will have 2 copies per page.

<p>The fingerprint of someone who has the same hair colour as you</p>	<p>The fingerprint of someone who is the same age as you</p>	<p>Your fingerprint</p>
<p>The fingerprint of someone who has the same favourite colour as you</p>	<p>The fingerprint of someone who has the same number of people in their family as you</p>	<p>The fingerprint of someone who has the same colour eyes as you</p>

cut

<p>The fingerprint of someone who has the same hair colour as you</p>	<p>The fingerprint of someone who is the same age as you</p>	<p>Your fingerprint</p>
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cut



Devotional ideas



1. **Title:** We're all different
Bible: 1 Corinthians 12:24^b - 26
Thought: Our differences are a reason to celebrate

This devotion will best follow the 'Encouragement' activity in badge requirement 3.

In a way, the activity is a celebration of our differences. Ask each member to look at their encouragement page and then encourage each member to call out, in turn, one strength written on their page.

Read 1 Corinthians 12:24^b -26.

Like our body has different parts, so we are different from each other; we have different personalities, likes and dislikes, strengths and weaknesses, skills and abilities. None of these makes us better or worse than anyone else; they simply make us different from each other.

'Different' is a good thing. Imagine if everyone in the world, or the section, was the same. Imagine if the only thing everyone could do was drive trucks – how would the trucks be filled or emptied? How would their contents be used? Or what if everyone was personality type A? People wouldn't rest or enjoy each other's company.

Each of us is different so we can work together for a better world.

Pray, thanking God that He has made us each different, and ask Him to help us work and live together in peace.

Devotional ideas



2. Title:

Perfect Prints

Bible:

Psalm 139:14

'I praise you because of the wonderful way you created me. Everything you do is marvellous! Of this I have no doubt.' (CEV)

Supplies: Ink pads and copies of Handout 4

Ask the group to walk around and collect the fingerprint of someone who fits the description in each box. (It is important that they use a different person for each box). They may use leaders if your group is small.

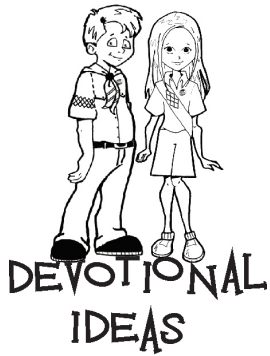
When all the fingerprints have been collected, sit down in a group and discuss how, although we have so many features that are alike, we are all different and unique. The proof is in our fingerprints. No-one else has one identical to it.

God has created us all to be different and He has given us all something that we can do well. We do not want to waste our lives by envying others who we think may be smarter or better looking or more popular.

We thank God for what we can do and pray that He will help us to do our best and use it for Him.



DEVOTIONAL
IDEAS



Devotional ideas



3. Title:

Wonderfully made

Bible:

Psalm 139: 13 - 16

Aim:

To help the Guards/Rangers accept themselves as the unique person God made them to be

Supplies:

Three hats with a name of a well-known celebrity on each one

Activity/Game: Celebrity Heads

Choose three people to sit in front of the group. Place one of the hats on each person's head without them seeing the name on their hat.

The aim of this activity is for each person to try to discover the identity of the celebrity they represent by asking the rest of the group questions, e.g. 'Am I male?' Taking turns, the players ask the group one question at a time. The group may only answer 'Yes' or 'No'. The player may only ask another question if the answer is 'Yes'. If a 'No' answer is given, then the next player asks a question. The game continues until a player guesses his/her identity.

Talk with your group about how people become celebrities. Ask if anyone has ever wanted to be like a famous person or if they have ever wanted to be like someone else.

Read Psalm 139:13-16.

Remind them that God made them and that He delights in who they are. They are wonderfully made. Help them to understand that they don't need to try to be anyone else – just be themselves – the person God made them to be.