

# WHO AM I?

## LEARNING OUTCOMES

Members will develop a growing sense of self worth by:

- identifying personal attributes and qualities;
- exploring and applying admirable qualities;
- identifying appropriate behaviour;
- demonstrating knowledge of how to contribute meaningfully to others;
- exploring God's love and value for them.

## BADGE REQUIREMENTS

1. Identify the member's own attributes and qualities.
2. Explore good qualities shown by others and be able to apply them.
3. Know what is acceptable behaviour.
4. Take part in a personal or group activity that demonstrates individual skills and/or interests.
5. Tell a story or memorise a Bible verse that shows that God values you.

ADVENTURERS  
SUNBEAMS

who am I?



CATEGORY

Life To The  
Max

TIME FRAME

Three - Four  
weeks

AIM

To develop  
a greater  
sense of self  
awareness  
and self  
worth.



THE SALVATION ARMY



YOUTH & CHILDREN'S  
MINISTRIES

AUSTRALIA EASTERN TERRITORY



# Teaching ideas



## 1. Identify the member's own attributes and qualities.

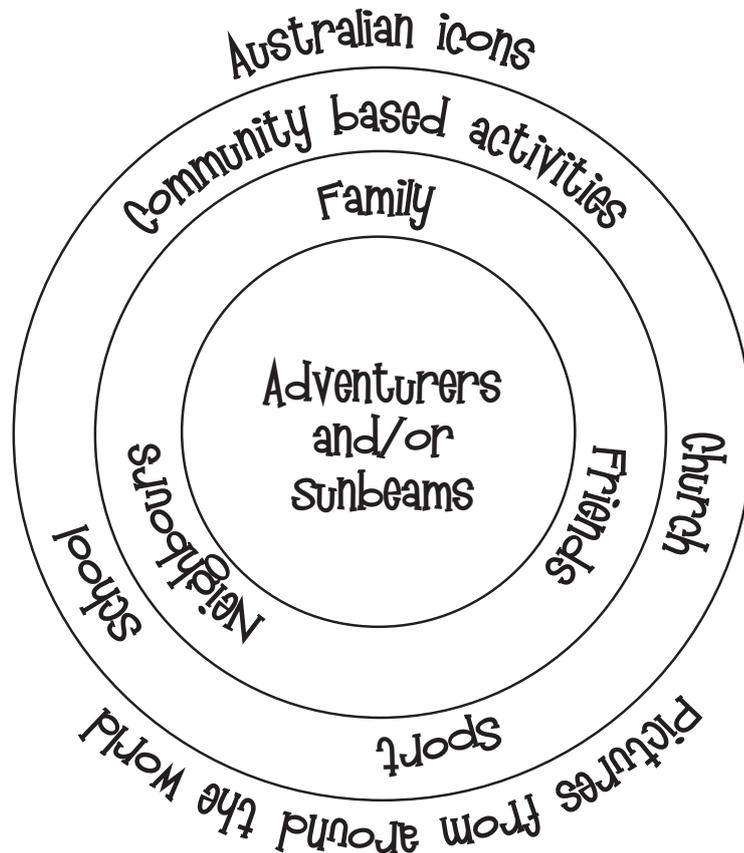
Photocopy Handout 1 for every member of your group. Make sure that everyone has a pencil. Assign leaders to help, or work in pairs, to complete the handout, e.g. to measure height. When completed, have the members read their handout and share with the group two attributes that they found interesting or they liked about themselves.

### Personal attributes/qualities game

Make as many copies as required of the list of attributes and qualities (see Handout 2 – four pages). Cut them up and display around the room. Ask the members to collect cards that best describe themselves. Set a minimum number of cards if desired, e.g. three cards per person. Other attributes and qualities may be added.

When the members have collected their cards, ask them to show the group the cards they have chosen, and discuss why they chose them.

### Interaction collage



You may like to make a collage to help the members discover their value as part of a family, how they contribute to their neighbourhood/ community and things they can do to help their country and the world.

Use the activity as a composite collage for the whole group. Supplies needed: large sheet of cardboard, paste, scissors, photos of family and friends that can be cut up, magazines/newspapers/old calendars.

Tell the group that you are going to make a collage of the people they know and the places that affect their lives. Paste the members' photos at the centre of the cardboard.

# Teaching ideas

Talk about the things that families do together and what each member does to help at home. Positive interaction between family members can be encouraged. Above the members' photos, paste photos of their families. Paste pictures of neighbours and friends around the bottom of their photos. While they are working, ask the members what they do to help their neighbours and about the games they play with their neighbourhood friends.

Outside of the home, children form friendships with adults and other children at school, sporting groups, after-school clubs and/or church. Most of these happen within the local community. Talk about the various community activities in which the members are involved and the special ways they participate. The members may have photos from these activities to paste around the outside of the circle of family and neighbourhood friends. Alternatively, use magazine or newspaper pictures of similar activities in which the children take part.

Ask the members how many of them have travelled away from their local community. Paste pictures of Australian icons around the outside of their local community activities. Discuss ways the members can contribute to their country, for example, the children should be familiar with the 'Clean up Australia' project.

Also on the outer circle, paste pictures of countries where there is a need for food, shelter and education facilities. Talk with the members how they can individually contribute to these people through world agencies such as World Vision and The Salvation Army Child Sponsorship.



## 2. Explore good qualities shown by others and be able to apply them.

### Admirable qualities

- Use the cards that describe qualities (e.g. patient, loving) from the 'personal attributes/qualities' game and distribute them around the room. Instruct members to choose one or more cards that describe qualities they see and like in other people. Talk together about the qualities they chose and why they chose them.
- Choose a few qualities that you may want the group to develop. Discuss what the qualities mean.

### Qualities Jesus showed

Tell all or some of the stories below that show Jesus demonstrating various qualities. The stories could be told by different leaders/helpers to small groups. There is no need to tell the whole story but be sure to get the point across.

#### Friend John 4:4-39

Tell how Jesus was travelling through Samaria and that the Jews and Samaritans didn't like each other. Relations between the two nations were so bad that a Jew wouldn't use the same cups and bowls as a Samaritan (v 9) GNB. Even though there was mistrust and dislike between the two nations, Jesus showed that He was a friend to everyone by taking time to talk with the woman at the well.

Ask members how they can be friendly to others.



TEACHING  
IDEAS



# Teaching ideas

## Honesty Luke 23:1-5

Jesus stood before Pilate, the governor of Judea. The leaders of Israel wanted Jesus dead and accused Jesus of saying that He was the King of the Jews. Pilate asked Jesus if this was correct.

If Jesus answered, 'Yes' then the religious leaders would demand that He be put to death. If He said, 'No' then people would not trust Jesus any more. His answer was 'Yes' and He was killed.

It's important that we are always honest. We probably won't be killed for telling the truth, but it might make things more difficult for us. However being honest is always the right thing to do but sometimes it takes courage.

Ask the members to think of a time when they were honest but it was difficult for them.

## Caring Matthew 15:32-39

In the book of Matthew it tells us that Jesus cared about the people that followed him. One day Jesus had a crowd of thousands listening to him. He called his disciples together and told them 'I feel sorry for these people. They have been with me for three days and they haven't got anything to eat. I don't want to send them away hungry. They might faint on their way home.' (v 32) CEV

The disciples said to him that they didn't have enough food to feed the crowd. So Jesus took the food they had – a few small loaves of bread and a few little fish. He thanked God for the food, broke it up and fed everyone.

## Kindness John 9

Jesus saw a man who was blind from birth. He spat in the dust and rubbed the clay paste on the blind man's eyes. Jesus told him to go wash at the Pool of Siloam. He went, washed and was able to see.

When the news spread around the town the religious leaders wouldn't believe that Jesus could do this.

When he heard that the man had been abused and thrown into the street by the religious leaders, Jesus, in his great kindness, went and found him, and helped him to see the truth of who he really was – the Son of God.

## Love John 13:1-11

In Jesus' day people either didn't wear shoes or wore sandals. The roads were dusty and so people's feet got very dirty. When they entered a home water and a towel were provided to wash and dry feet. Sometimes a servant would do this.

At the Last Supper no water or towel were supplied to wash the feet of Jesus and the disciples. None of the disciples were prepared to do this lowly job. Jesus got some water and a towel and washed his disciples' feet.

He showed that to love others sometimes means going out of our way, or doing things we don't like, to make their life better.

# Teaching ideas



## 3. Know what is acceptable behaviour

Here are three suggested scenarios. You may create others that would be more applicable to your group. After you have read each scenario ask your group for suggestions to help each character.

1. Madison is feeling a bit scared. Her family is moving and she has to go to a new school. She wants to know how she can make friends.
2. Sam gets really mad when his team begins to lose their game. The other boys don't like this and some are saying that he can't play in their team any more. What can Sam do?
3. Jake has some friends who want him to go shoplifting. What should Jake do?

## Valuing yourself

Every person is special and valuable, and we need to look after ourselves. One way we can do this is included in our law – 'I will care for my body by not using alcohol, tobacco or harmful drugs.' Another way is learning to say, 'No' when other people want to hurt us or want us to be involved in inappropriate behaviour. It's okay to say 'No' to protect ourselves and show that we think of ourselves as important.

Ask the group to suggest occasions when it is okay to say 'No'.

For example:

- When a stranger asks us to go with them.
- When friends want us to do something that we know isn't right.
- When someone wants to touch parts of our body that we know they shouldn't touch.
- When a friend wants to copy our homework.

It is not always easy to say 'No' if we think that our friends will laugh at us or we will get into trouble for saying 'No'. Part of our law says that 'I will think, say and do good things'. It takes courage to keep this law when others want us to do things that we know are wrong.

## Bullying

Discuss the following questions and record their answers where everyone can see them.

- What is a bully?
- What kind of things does a bully do?
- How do you feel if you have been bullied?
- Should you always tell a grown up about bullying?
- If I am big for my age should I help to protect the smaller kids?

## Role play

Use adults or Guards/Rangers to perform this role play to prevent Adventurers/Sunbeams from being hurt over the issue. Inform the 'actors' about the role play – they might like to rehearse beforehand. Make sure your group understands that the role play is not real but pretend.

An actor enters who is made up to look:

- Over weight
- Non-Australian
- Wearing glasses
- Of another religion
- Or some other issue more relevant to your community or group.



TEACHING  
IDEAS



# Teaching ideas

The other actors enter and harass the first actor. This should start with verbal harassment, move to pushing and perhaps conclude with more physical abuse. Instruct the actors to keep the role play short (about three minutes) so that it doesn't get out of hand, becoming boring or distressing to the Adventurers/Sunbeams.

Following the role play ask the group what bullying they saw in the play. What could the first actor have done to avoid the bullying? What might the actor have done during and/or after the bullying? Write their answers on a whiteboard if you wish. Some suggested answers are:

- Try to walk away
- Try to protect yourself
- Where verbal or psychological abuse occurs – being confident in who you are and what you can do may help
- Tell an adult who can help you – e.g. a parent, teacher, leader
- Talk to God about the bullying and the bully

Be sure the group see the 'actors' again to help them realise the actors were performing and remain friends with each other. Thanking the actors and applauding will help to achieve this.



## 4. Take part in a personal or group activity that demonstrates individual skills and/or interests

### Suggested activities

#### Good turn

Encourage your group to use their personal qualities and skills to do a 'good turn' for someone else in their community, e.g. gardening, shopping, house cleaning, washing and cleaning the car. This can be done individually or as a group.

A 'good turn' is something that is done for someone else without being asked to do it or receiving payment. The daily chores that you are expected to do at home are not counted as a good turn.

#### Presentation

Create a presentation using the different skills of the individual members, e.g. musical items, story telling, dance. This presentation can be done for your own group or at a nursing home, retirement village, hospital, or at church ministries. Gifts made by the members can also be distributed.

# Teaching ideas



5. Tell a story or memorise a Bible verse that shows that God values you.

The ideas below can also be used as devotions.

## Bible story

Use your own choice of Bible story or use the story of Jesus and the children from Mark 10:13–16.

**Thought:** Jesus valued children

Read Mark 10:13-16

In Jesus' day children had a very low place in Israel. They weren't considered important and were usually overlooked. We see this attitude in the actions of the disciples – they thought Jesus was too important to be bothered with children. Jesus didn't think the same as everyone else. He loved children very much and didn't think of them as 'bothering him'. He was glad to spend time with children. We see this when Jesus tells the disciples to let the children come to Him and not push them away.

Jesus loves children today and they are important to Him. He shows how important children are to Him by still spending time with them. Even though we can't see Jesus, He likes to know what we're doing. He wants us to tell Him what makes us happy and sad, when we're afraid or worried.

Jesus is always with us and ready to listen to us and talk with us.

Ask members to imagine Jesus sitting with them. What would they like to tell him about? Allow a few minutes for members to quietly talk with Jesus. Close by simply saying 'amen'.

## Bible verses – games

Choose some verses that show that God values each member. Here are some suggested verses:

Your kindness and love will be with me each day of my life and I will live forever in your house, Lord. Psalm 23:6 CEV

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. Psalm 139:13-14 NIV

(God says) 'I have loved you with an everlasting love.' Jeremiah 31:3 NIV

Think how much the Father loves us. He loves us so much that He lets us be called his children. 1 John 3:1 CEV

The Lord loves us very much. His truth is everlasting. Psalm 117:2 NCV

### Play a game

Here are some ideas:

- Hide verses around the room.
- Place verses in balloons that the members have to burst to find the verse.
- Write the verses backwards so members have to rewrite or read in a mirror.
- Make a jigsaw from a verse/s and reassemble.

When each member has a verse sit in a circle and have them read the verse to the group. Discuss how the verses show that the children are important to God.



TEACHING  
IDEAS



# Teaching ideas

## Memory verse

Choose a verse from the previous section that can be memorised.

Following are some suggested memorisation techniques:

- Display the verse on a board or individual cards. Remove one word at a time and then the children repeat the whole verse together. Continue removing words and repeating the verse until all the words are gone.
- Say a few words of the verse. Members repeat the words. The leader says the same words and adds a few more words, followed by members repeating the whole phrase. Continue this process until the whole verse is repeated. All members repeat the complete verse together a few times to ensure it is memorised.
- Write the verse onto paper or card so that it can be easily read. Display the verse for a short time (e.g. 30 seconds), instructing members to read the verse. Hide the verse and ask the group to do their best to say the verse – either together or individually. Show the verse again, allowing another short period for members to memorise the verse again. Ask again for the group or individuals to say the verse. Repeat the process until all the members have memorised the verse.
- Assign an action to a word – or as many words as possible – for members to perform as they say each word. Perform the actions and repeat the words until the verse is memorised.

# HANDOUT 1

## Sunbeams

Point 1

### Who am I?

Name \_\_\_\_\_

My height is \_\_\_\_\_ cms

My hair is \_\_\_\_\_  
(straight/curly)

and \_\_\_\_\_  
(long/short)

My eyes are \_\_\_\_\_

and \_\_\_\_\_  
(colour)

I laugh \_\_\_\_\_  
(loud, soft, a lot)

Do I have freckles? Yes/No

With arms outstretched I  
can reach \_\_\_\_\_ cms

I have lost \_\_\_\_\_  
teeth

My waist measurement  
is \_\_\_\_\_ cms

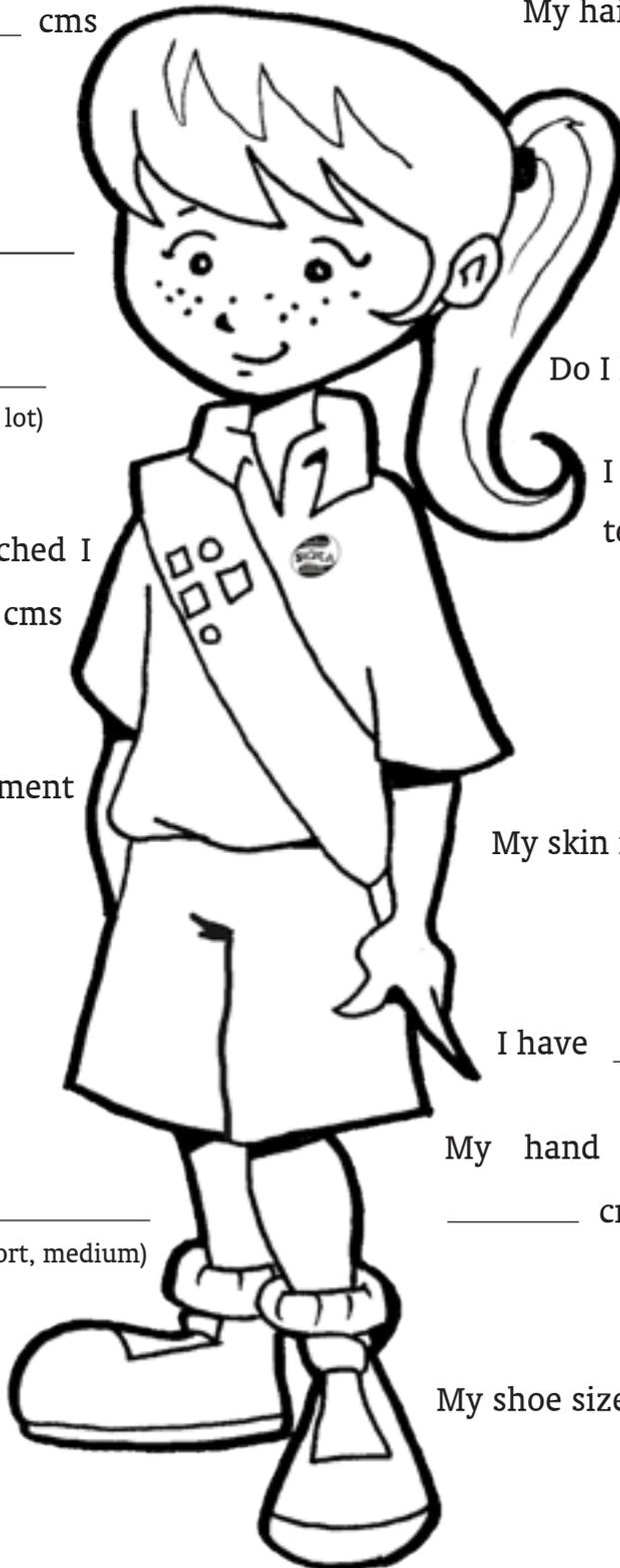
My skin is \_\_\_\_\_  
(fair, olive, dark)

My legs are \_\_\_\_\_  
(long, short, medium)

I have \_\_\_\_\_ fingers

My hand span is  
\_\_\_\_\_ cms

My shoe size is \_\_\_\_\_



# HANDOUT 1

## Adventurers

Point 1

### Who am I?

Name \_\_\_\_\_

My height is \_\_\_\_\_ cms

My hair is \_\_\_\_\_  
(straight/curly)

and \_\_\_\_\_  
(long/short)

and \_\_\_\_\_  
(colour)

My eyes are \_\_\_\_\_

Do I have freckles? Yes/No

I laugh \_\_\_\_\_  
(loud, soft, a lot)

I have lost \_\_\_\_\_  
teeth

With arms outstretched I  
can reach \_\_\_\_\_ cms

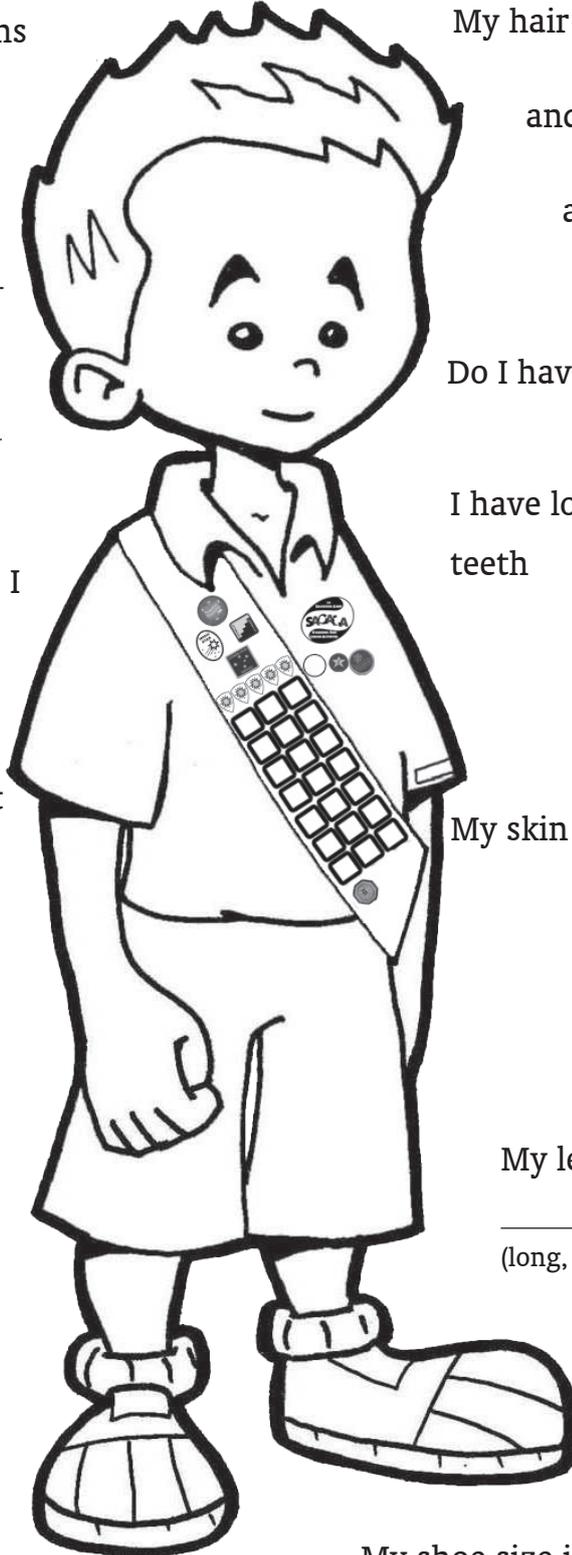
My waist measurement  
is \_\_\_\_\_ cms

My skin is \_\_\_\_\_  
(fair, olive, dark)

My hand span is  
\_\_\_\_\_ cms

I have \_\_\_\_\_ fingers

My legs are  
\_\_\_\_\_  
(long, short, medium)

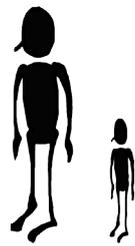
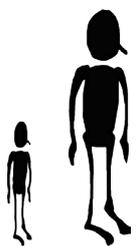


My shoe size is \_\_\_\_\_

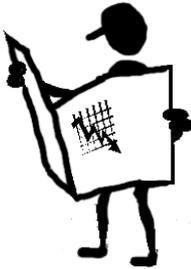
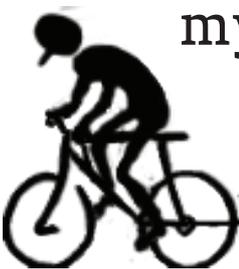
# HANDOUT 2

<p>Blonde hair</p> 	<p>Brown hair</p> 	<p>Red hair</p> 
<p>Long hair</p> 	<p>Short hair</p> 	<p>Brown eyes</p> 
<p>Green eyes</p> 	<p>Grey eyes</p> 	<p>Hazel eyes</p> 
<p>Blue eyes</p> 	<p>Freckles</p> 	<p>Fair skin</p>
<p>Brown skin</p>	<p>Olive skin</p>	<p>Dark Skin</p>

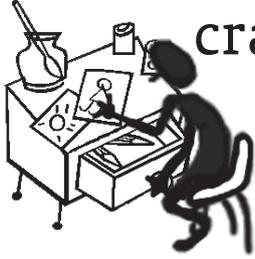
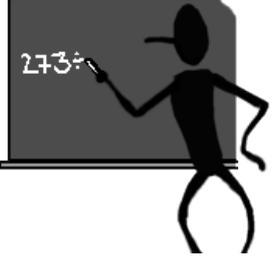
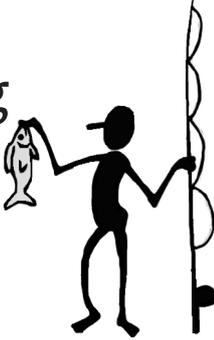
# HANDOUT 2 contd.

Short 	Tall 	Big 
Small 	Kind	Trustworthy
Patient	Truthful	Respectful
Honest	Reliable	Friendly
Happy	Helpful	Thoughtful

# HANDOUT 2 contd.

Caring	Loving	Moody
Sulky	Mean	Selfish
Smart	Clever	Funny
I like to run 	I like to read 	I like to ride my bike 
I like to climb 	I like to act 	I like football 

# HANDOUT 2 contd.

<p>I like swimming</p> 	<p>I like art and crafts</p> 	<p>I like computer games</p> 
<p>I like maths</p> 	<p>I like dancing</p> 	<p>I like singing</p> 
<p>I like playing music</p> 	<p>I like listening to music</p> 	<p>I like animals</p> 
<p>I like skateboarding</p> 	<p>I like fishing</p> 	<p>I like cricket</p> 
<p>I like to play basketball</p> 	<p>I like soccer</p> 	<p>I like gymnastics</p> 

# DEVOTIONAL IDEAS



1. **Title:** I'm special  
**Bible:** Psalm 139:13-14 (CEV)  
**Thought:** God made us in an amazing and wonderful way  
**Supplies:** Bible

Read some or all of the following facts about the human body. You may add other fun facts if you wish. You may choose to involve assistant leaders or members to read the facts. These facts convey something of the marvellous way God has created us.

- Blood travels 96,540 kilometres per day on its journey through the body.
- If all the blood vessels in a single human body were stretched end to end, they would form a rope capable of going around the world.
- It's impossible to sneeze with your eyes open. When you sneeze, all your bodily functions stop even your heart.
- The average human male blinks their eyes 6,205,000 times each year but women blink nearly twice as much.
- Your heart beats around 30 million times a year and will beat 3,000 million times in a lifetime.
- The human body is comprised of 80 percent water.
- You cannot taste food unless it is mixed with saliva.

The human body is an amazing machine. Ask the group to describe what happens when they cut themselves. The cut doesn't remain open and sore, instead the body heals itself.

God gave a lot of attention to us when He made us. We aren't a mistake and we're not an accident. God knew what He was doing when he made us. Read Psalm 139:13-14 (CEV). God loves us so much that he carefully put us together – He thinks we were worth the time, attention and effort.

Close by using the sample prayer. A leader prays 'Thank you, God, for making ...' A member says his/her name aloud to complete the sentence. Everyone says together 'yes' or 'we agree'. Repeat this for all the members and adults present.



DEVOTIONAL  
IDEAS