

LIFE SKILLS FOR YOUTH SERIES

# **MODULE 1**

# **IDENTITY**



**TRAINER'S GUIDE**

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# LESSON 1

## WHO AM I?

**Total Time: 90 minutes**

**Special Materials Needed for This Lesson**

Poster Paper, 20 Pictures to Identify Dimensions

### **A. Introduction**

**Time: 15-20 minutes**

**Welcome the Participants**

#### **Trainer Note**

*This program is designed to cover 10 Modules in 46 weeks. The modules include the following topics (not necessarily in this order):*

- 1. Identity*
- 2. Social Skills*
- 3. Health and Hygiene*
- 4. Healthy Sexuality and Healthy Relationships*
- 5. The Gift of Marriage*
- 6. Raising Children*
- 7. Home Making*
- 8. Time and Money Management*
- 9. Job Skills*
- 10. Legal Rights*

*Each Module will have a number of different lessons. There will be many activities and opportunities for participation and questions. Handouts will be provided for each lesson to help explain the material and assist with activities. An important feature of Life Skills is the Action Plan, which is included with each lesson. Actual Plans offer practical opportunities for understanding new information and practicing new skills.*

Begin by introducing yourself and welcoming the participants. Let them know they will have a good time during this series of training. We will be doing many things, learning much and getting to know one another much better. Keep in

mind this first lesson is an opportunity to set the tone for subsequent Life Skills by lessons introducing activities, handouts, and opportunities for sharing among the participants, so be positive, enthusiastic and open.

Example: My name is \_\_\_\_\_ and I want you to know a little about me. My birthday is in [Month] and I enjoy [hobbies and interests]. During the next several weeks, I expect that we will all learn a lot more about each other.

Next, give a general description of the entire program using the information in the trainer note above.

After an overview of the entire program, introduce Module 1: Identity. Summarize the

competencies (listed below) and explain the expected outcome for the participants during the training of this module. The competencies cover all six lessons in the Identity Module. Lesson 1 is an overview of the five dimensions of a person's identity.

**Trainer Note**

*The competencies have been noted below for the benefit of the trainer. Do not read all of the competencies to the participants. Use the summary at the beginning to describe the information and skills the participants will be learning. Identify the objective of the current lesson. Since Lesson 1 is an introductory lesson, it has the general objective noted below. In subsequent modules, the specific competencies being addressed will be underlined in the Competencies lists.*

**Competencies**

Summary of competencies for Module 1: For participants to understand that they are each a unique and special person, that God loves them and wants to be part of their lives.

*Since Lesson 1 is an introductory lesson, it has the general objective noted below. In subsequent modules, the specific competencies being addressed will be underlined in the Competencies lists.*

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

**Objective of Lesson 1**

The objective of this lesson is to introduce the participants to the five dimensions of who they are and how they can continue to develop a positive view of their identity.

**Introduction Activity #1**

Distribute a note card or piece of paper to each of the participants. Each participant will be asked to list a small amount of personal information on these cards. This information will be used for the next activity. They will also be collected and used in future lessons.

Instruct the participants to place the following information on their cards:

- Name
- Month of birth
- 1 hobby/interest

Once the card had been completed, have each participant introduce him/herself to the group using the information from the card.

Engage the participants by asking them to consider the following questions:

- Who tells you who you are right now?
- What would you like to do if you could do anything at all in the world? Why?

Call on a few individuals to share their thoughts with the group before proceeding with the next activity.

### **Introduction Activity #2**

Ask the participants to consider the following question and to write the answer on their cards.

- If you were to describe yourself in just three words, what three words would you use?

Begin another round of introductions by sharing your own three descriptive words with the group. After this example, proceed by having each participant share his/her answers. Follow the answers with positive comments to encourage sharing and building on positive things that were said.

Example: If a participating uses these words, “quiet, shy, funny,” a positive follow-up would be, “Often when someone is a quiet person, they are someone who thinks before they talk, and that is always a good practice.”

#### ***Trainer Note***

*When groups are small (up to 15) it is generally appropriate for each participant share his/her answer with the entire group. When the group size is larger (over 15 members), this activity can be conducted by dividing the participants into smaller groups in which each person can share his/her answers. Ask for a volunteer from each group to take notes by writing all of the responses from the group's members. After allowing time for discussion, have each group select one member to report their findings to the large group.*

When this introductory activity is completed, thank the participants for their thoughts and willingness to share. Collect cards for future use.

## **B. Lecturette – The Complete Person You Are**

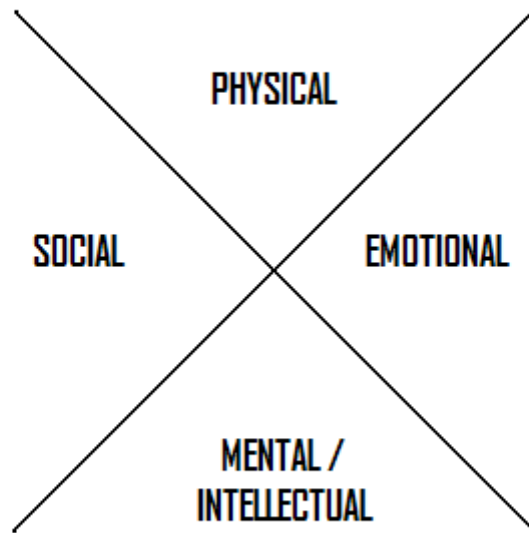
**Time: 20 minutes**

### **Introducing the Wheel and Dimensions**

Refer to Handout: *The Dimensions of Identity*

Our first topic for discussion will be you as a person. You are essentially a complete person with five different dimensions. We are going to look at all five, starting with one and then going through each of them in more detail in future lessons.

The first four dimensions begin to define who we are Physical, Emotional, Mental/Intellectual and Social. These dimensions are equally important and might look like this if we were to diagram them.



### **Physical**

The physical dimension is how you were made and what you look like. People see the outer part of your physical body first before they see the inner part of who you are. Each person is unique in how they are made (tall, short, brown eyes, long nose, curly hair, large or small bone structure, chemical makeup, etc.) All these different characteristics help make the world an interesting place. Your physical dimension is special to just you, and the world is more interesting because of you being in it!

### **Social**

This is the second most easily viewed part of who you are. This is how you interact with other people, how you make friends and treat people around you. This includes good or bad manners and how you communicate with other people. It also includes how you spend your time with other people.

### **Mental/Intellectual**

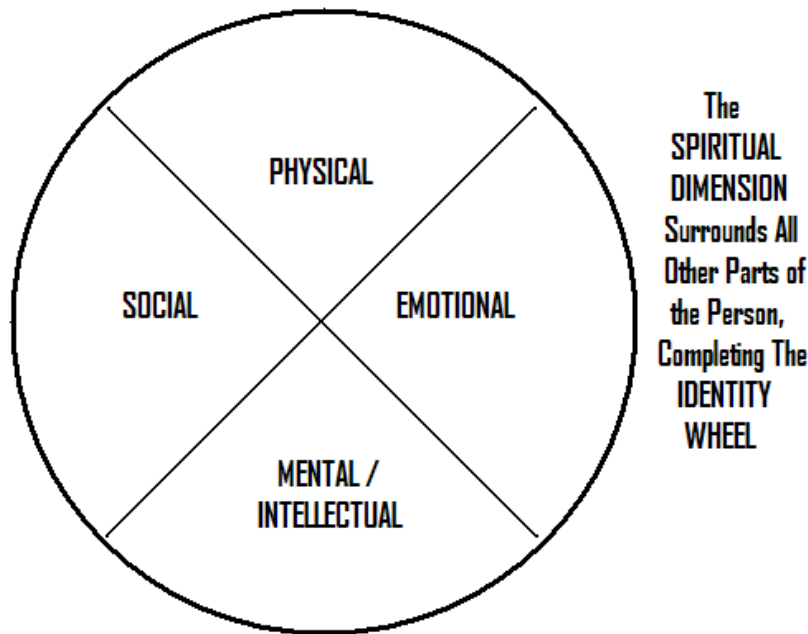
This part of you is also not so easily seen. This is what you think and how you think. This part of you reflects how you view yourself, your life and the world around you. How you think dictates how you live. If you think the world is a good place and that you are a special person, you will feel hope for the future.

### **Emotional**

This part of you is not so easily seen. Other people only see what you let them see of your emotions. This is how you feel about things, about people and about situations in life. If you are quiet and keep all your emotions inside, people will not know this part of you. If you let people know what you are feeling, people will know this part of you better.

### **Spiritual**

These four dimensions do not yet describe a complete person. In order to complete the dimensions, there is an all-encompassing dimension that is necessary. That is the spiritual dimension of life. It holds together all that we are. It might be illustrated like



The dimensions are completed with the SPIRITUAL CIRCLE, which represents the spiritual development of every individual.

A person is not complete if any of these parts are missing. For example, if you did not have the ability to think or if you did not have the ability to build friendships with other people, life would be difficult and incomplete for you.

**Trainer Note**

*Explain how a wheel will only roll smoothly if it is complete. If a chunk is missing, it will bump along. Ask the participants what it would be like to push a cart with big pieces missing from the wheels.*

When a dimension is not complete, you will feel incomplete. You will try to find a way to fill the gap. There are positive ways to fill the gap. There are also negative ways to fill it. Our goal is to discover positive ways for you to develop each dimension of your life.

In conclusion, it is important to understand all people have these five dimensions. Each dimension is an important part of who they are. Let's say these five dimensions out loud together (pointing to diagram as they say them)... physical, social, emotional, mental/intellectual, spiritual.

In our next activity, we will identify how we can fill each dimension and help ourselves grow in each dimension and feel complete.

## C. Activity: Who Fills Dimensions?

**Time: 30 minutes**

### Activity Set up

Divide the participants into five groups.

Assign each group one of the five dimensions.

Give each group a piece of paper and pen. They will have someone keep notes and they will report this out to the large group.

Complete activity and report out.

### Instructions

Tell each group they are to decide the ways in which their assigned dimension is being filled. In order to do this, they should identify the following:

- Who helps them (what people are involved)?
- What is helping them develop their dimension (tangible things)?
- Where do they go to have their dimension filled (certain places)?
- When do they fill their dimension (certain times)?
- How do they personally fill their assigned dimension?

#### **Trainer Note**

*Give a personal example for each of the areas. Example: For my emotional dimension, I talk to my closest friend about things that have happened to me during the day. I tell her about another friend not inviting me to do something with her and how I feel left out and hurt, and my friend encourages me to talk to the other friend and let her know how I feel. This helps me to be a stronger person emotionally, because I realize the hurt I feel and that I can talk about it with the other friend and it's OK. The other friend may not understand, but maybe she will, and I don't have to hold a grudge or become bitter.*

### Summarize Activity

Conclude the activity by asking the group something like this: "What is something new that you have heard or learned during this activity?" After receiving some responses, summarize by reiterating the importance of being a complete person, being willing to recognize needs that are not being met and the importance of being willing to seek healthy, legal and effective ways of meeting the need.

## D. Activity: Identifying Dimensions

**Time: 10 minutes**

### Team Activity

#### **Trainer Note**

*Prior to this activity print a copy of each of the 20 Identity Dimension pictures from the appendix or use your own from magazines, photographs, etc. so that you have 3-5 pictures representing each of the five identity dimensions.*

Divide the group into two teams and have each come up with a name for the team. Have one piece of paper with the names of both teams on the top and keep score as they go along.

Fold each picture on the dotted line so the answer is hidden from the teams. Show



the pictures by holding them up so all can see. Ask which dimension of identity each picture best represents. Let the teams talk about it, then give the first team the chance of answering, if they get it right, they get a point, if they don't, the second team gets a try, and if they get it right, they get the point, and so on until someone gets a point. Hold up the second picture, and the second team gets the first chance to say what it is, etc.

The team with the most correct answers wins. A small prize can be given, such as stickers, candy or pencils/pens.

Discuss how well they did on identifying the different dimensions of a person's identity. Ask if there are any questions; ensuring that all understand each dimension shown in the picture.

## **E. Action Plan and Closing**

**Time: 5 minutes**

### **Action Plan Instructions**

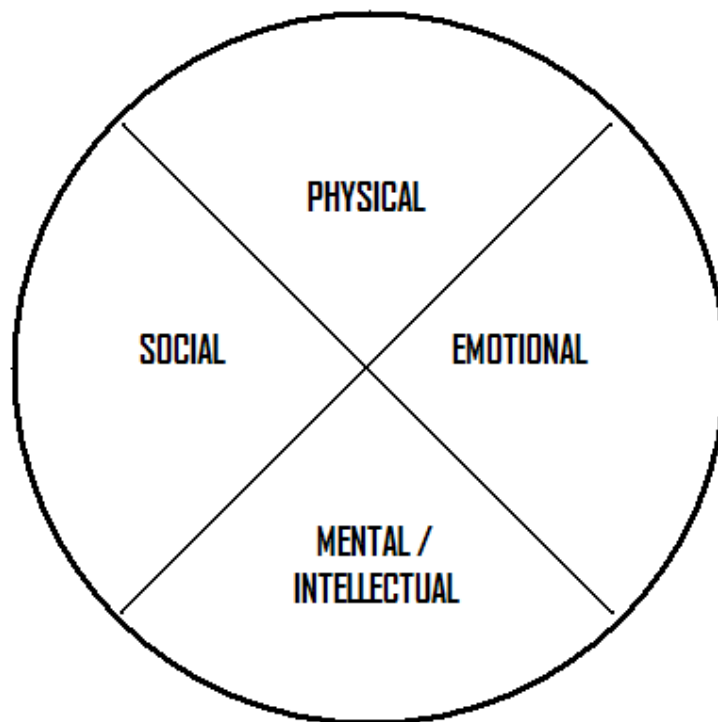
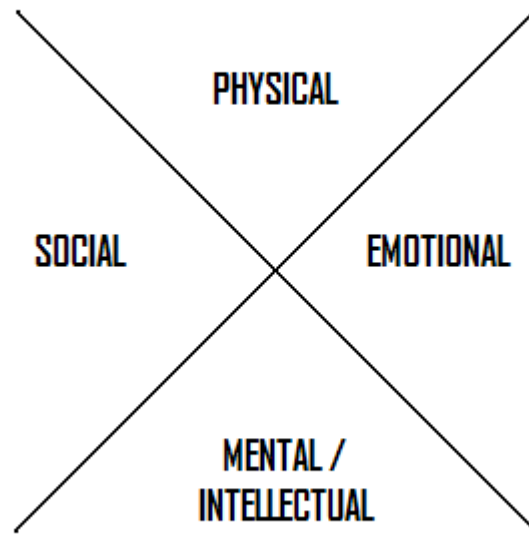
Distribute an Action Plan handout and pen to each participant. Instruct them to complete this handout over the next week. They should write down examples of things they do to fill each of the dimensions of their identity. The handout has each of the five dimensions listed on it, with room to write at least one example next to each dimension.

### **Closing**

Close the lesson by thanking participants and asking them to complete their Action Plan worksheet before the next lesson.



# THE DIMENSIONS OF IDENTITY



The  
SPIRITUAL  
DIMENSION  
Surrounds All  
Other Parts of  
the Person,  
Completing The  
IDENTITY  
WHEEL

## WHO AM I?

### ACTION PLAN

Below are the five dimensions of the whole person that we talked about this week. Before our next lesson, write down five or more examples of when you do something to strengthen these dimensions of who you are. Please bring this paper back for the next session.

#### Examples:

*Physical:* Walked to and from classes each day

*Social:* Discussed activities with friends during lunch.

**Physical –**

**Social –**

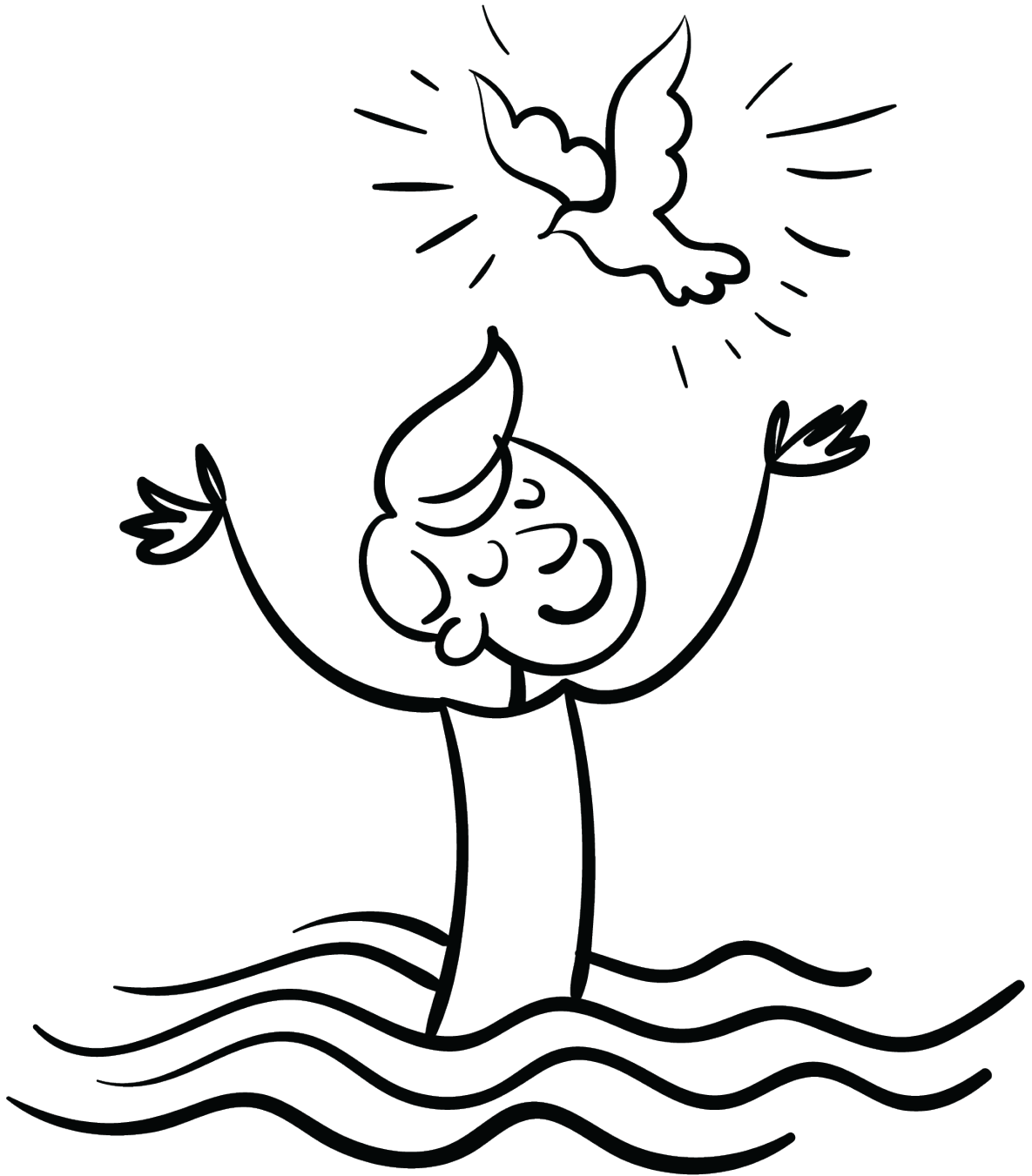
**Emotional –**

**Mental/Intellectual –**

**Spiritual --**

*Enjoy your worksheets and have a great week!*

## IDENTITY DIMENSION #1



## SPIRITUAL DIMENSION

## IDENTITY DIMENSION #2



## SPIRITUAL DIMENSION

## IDENTITY DIMENSION #3



## SPIRITUAL DIMENSION

## IDENTITY DIMENSION #4



## SPIRITUAL DIMENSION

## IDENTITY DIMENSION #5



## PHYSICAL DIMENSION



## IDENTITY DIMENSION #6



## PHYSICAL DIMENSION

## IDENTITY DIMENSION #7



## PHYSICAL DIMENSION

## IDENTITY DIMENSION #8



## PHYSICAL DIMENSION

## IDENTITY DIMENSION #9



## SOCIAL DIMENSION

## IDENTITY DIMENSION #10



## SOCIAL DIMENSION

## IDENTITY DIMENSION #11



## SOCIAL DIMENSION

## IDENTITY DIMENSION #12



## SOCIAL DIMENSION

## IDENTITY DIMENSION #13



## MENTAL/INTELLECTUAL DIMENSION



## IDENTITY DIMENSION #14



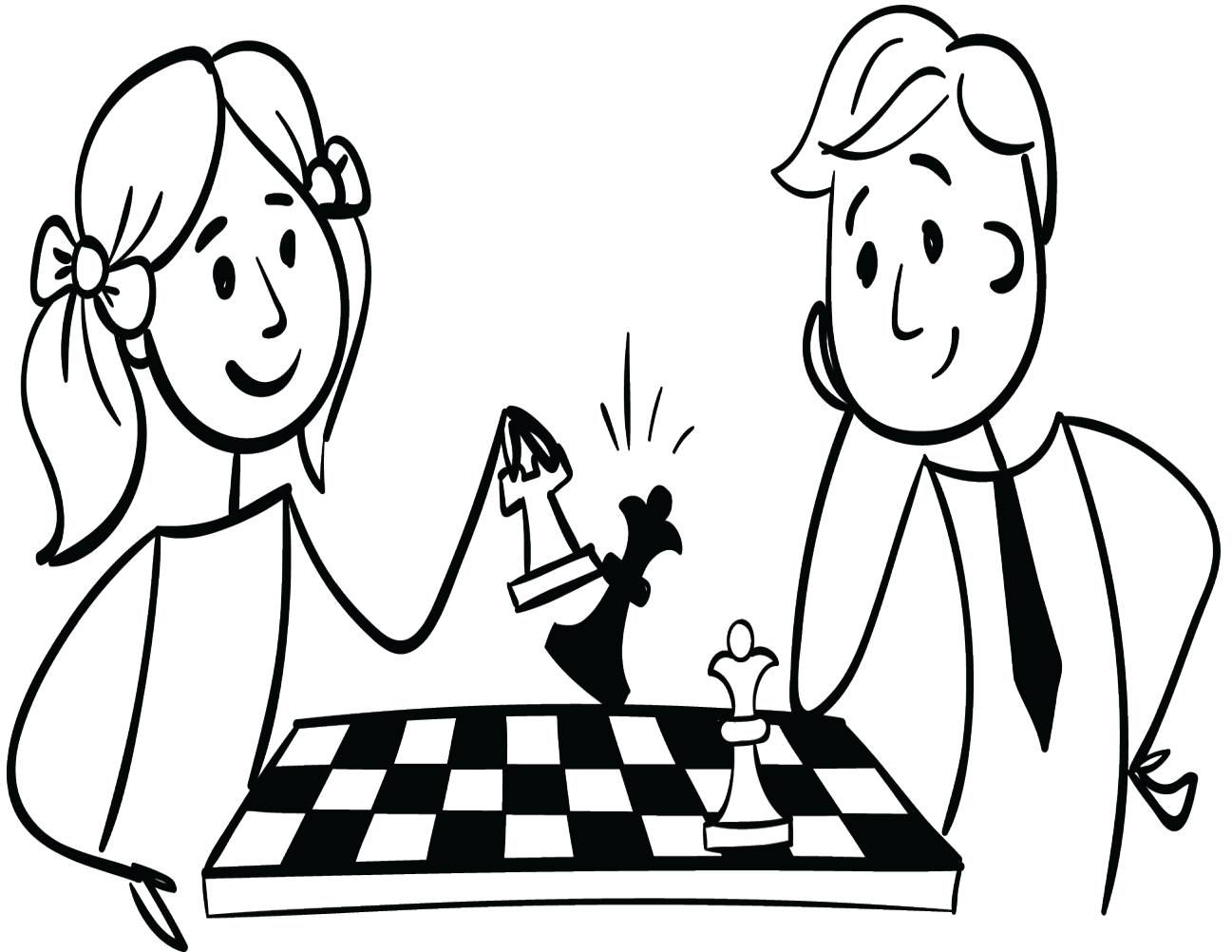
## MENTAL/INTELLECTUAL DIMENSION

## IDENTITY DIMENSION #15



## MENTAL/INTELLECTUAL DIMENSION

## IDENTITY DIMENSION #16



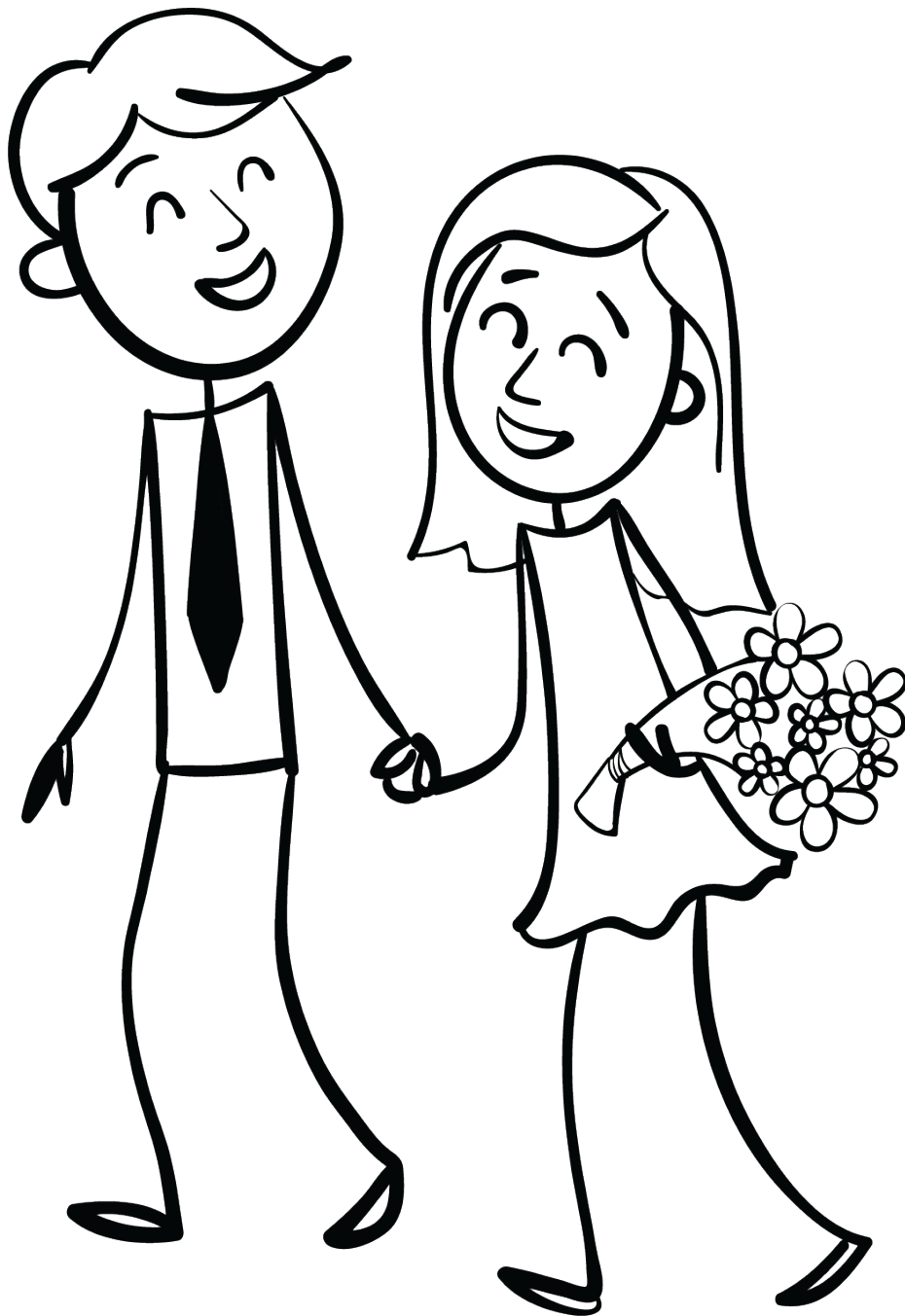
## MENTAL/INTELLECTUAL DIMENSION

## IDENTITY DIMENSION #17



## EMOTIONAL DIMENSION

## IDENTITY DIMENSION #18



## EMOTIONAL DIMENSION

## IDENTITY DIMENSION #19



## EMOTIONAL DIMENSION

## IDENTITY DIMENSION # 20



## EMOTIONAL DIMENSION





# LESSON 2

## PHYSICAL DIMENSION

**Total Time: 90 minutes**

**Special Materials Needed for This Lesson**

**Snowfall Picture, 10-20 Pictures of People**

**Competencies for Identity Module**

Summary of competencies for Module 1: For participants to understand that they are each a unique and special person, that God loves them and wants to be part of their lives.

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

### A. Introduction

**Time: 10 minutes**

Welcome the participants. Capture their attention by asking if you questions about how their week went, if anything special happened, etc. Review their Action Plan by soliciting some of their answers and bravely discussing them. Congratulate those who completed their work and encourage others to do so in the future.

Review the wheel of dimensions from Lesson 1. Briefly summarize each dimension and then point out that today we are going to learn more about the physical dimension.

### B. Introductory Exercise: As Unique as a Snowflake

**Time: 30 minutes**

***Trainer Note***

*Prior to this exercise, find a picture from a magazine, calendar, etc. of heavy snowfall with snowflakes falling from the sky. Display this picture as you explain the following concept.*

#### **Introduce Exercise**

Every snowflake that falls from the sky is different. Each one is unique. It's hard to believe that every single one of those little snowflakes is different and unique, but in scientific experiments there have never been two snowflakes found that are the same! Every single person is also unique.

Each person is different and special. No one else in the world is completely the

same as you. There is no other YOU in the whole world in all of time and history!! So it is important that you know that you are the most complete YOU possibly can be.

### Activity

Distribute a blank sheet of paper to each participant. Demonstrate how to “tear a snowflake.” Instruct each participant to create their own snowflake the same way. When each participant has a snowflake, give the following instructions:

- Each participant is to write a description of their physical characteristics on the different arms of the snowflake. For example: long hair, freckles, short, long fingernails, big feet.
- Have participants share their snowflake with the group.

#### **Trainer Note**

*While they are sharing, create a Physical Characteristics Chart with two columns. Label one column “Things I Cannot Change” and label the other “Things I Can Change”. As each person shares the physical characteristics from their snowflake, record them under one of the columns.*

- Engage the class in deciding which column each characteristic belongs. For example, something that cannot be changed is eye color. Something that can be changed is the length of someone's hair.
- Engage the group in a conversation about how they can improve the characteristics they might want to change, such as healthy hair and clean skin. Have participants discuss ways they can keep their body healthy.
- Remind them they are unique and not like anyone else in the whole world. They have been made very special. Their bodies are kept healthy by eating right, exercising and getting plenty of rest.
- Ask participants to post their snowflake on the wall or on a special spot to remind them of how unique and special they are.

## C. Lecturerette: The Physical You

**Time: 15 minutes**

The physical dimension of your identity is how you were made and what you look like. People see the outer part of your physical body first before they see the inner part of who you are. The outer part of your physical dimension is what most people spend their time and energy worrying about and taking care of. The physical dimension is affected by your DNA, culture and environment.

You are perfectly and wonderfully made. Each of you has different features, which make you unique. Some of you have dark hair, some light. Some of you have blue eyes, some gray, some green, and some brown. Some of you are going to be very tall and some short. Some of you have large bone structure and others have small bone structure. Some of you have a light complexion and others have dark. No matter who you are, you have unique and special features, which are shared by no one else in the world.

People often look at a person and immediately begin to formulate an opinion about

who they are, including what they like or dislike and even what they might be like socially and intellectually. They sometimes think a person with a big smile is friendly. They might see a person who is tall and think they are a good basketball or soccer player. Many times this is just an impression, not necessarily a reality. Short people can be good athletes and people who do not naturally smile might be very friendly. However, we form ideas about what a person might be like from just looking at the person. And this might or might not be correct.

## Discussion

### **Trainer Note**

*Prior to this exercise, gather 10-20 pictures of people from all walks of life to show to the group.*

One at a time, show different pictures of ordinary people. Ask the group what the pictures tell us? Discuss what the people look like and what "messages" might be read from their physical appearances. Have the participants guess what each person is like as an emotional, social, and intellectual being.

Remind the participants they are making assumptions based solely on each person's physical appearance and they cannot know what a person is truly like this by looking at them.

Ask about and discuss some of the different ways that truly tell us what a person is like.

In this discussion, be sure participants talk about how they really learn about others, such as:

- Conversations
- Activities together
- Commitments they make and how they keep them
- How they manage conflict situations and disagreements
- Observation of how another person interacts with others
- Etc.

At the end of this discussion, be sure participants understand that the physical appearance is not a full picture of who a person is. His/her identity is made up from the full picture/all four dimensions including the spiritual covering of the wheel. Point out how we make assumptions based on appearances. Participants need to think about how they want others to view them. Discuss practical ways participants can improve this dimension. Emphasize that participants should do the best they can with the resources they have available so that others will want to get to know the "real you".

## D. Feedback and Discussion

**Time: 15 minutes**

### Discussion

Refer to the Physical Characteristic Chart the participants compiled. Emphasize participants must determine which characteristics can be changed and which cannot

be changed. Explain that changes are good if they help you be a better person, if they are done for the benefit of helping you get along better with others and have a better life. Example of a good change – I don't brush my teeth daily and have had many dental problems. I can change that by taking better care of my teeth, starting today!

Referring only to those physical characteristics that can be changed, ask the class the following:

- What do you do when there are physical characteristics of yourself you do not like, and they can be changed?
- Which these physical characteristics might you want to change?

After they make some choices, explain it is easier to select one or two changes to work on at a time. It can be hard to try to make too many changes at one time. It is also good to allow plenty of time to make improvements. Research tells us that it takes about six weeks of practicing a new habit before it becomes a normal part of their life.

Discuss the following questions with the group:

- What if you think your nose is too big, or your freckles are too dark?
- How do you deal with these in a positive way?

In response to these questions, remind the participants that they are unique like snowflakes and that each snowflake has its own beauty. Help the participants to understand that most of the characteristic they do not like are not even noticed by other people. I may think I have big feet. Unless I point it out, others probably pay little attention to the size of my feet. Emphasize that participants should capitalize on their positive characteristics.

### Handout

Refer to the handout: *A Unique Creation*. This handout presents the participants with Psalm 139:13-16. Explain that these verses appear in the Bible and were written by one of history's greatest rulers, King David of Israel. These verses emphasize that each person is a unique creation of God, created for a unique purpose.

### Psalm 139:13-16

*"For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. My frame was not hidden from You, When I was made in secret, And skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, The days fashioned for me, When as yet there were none of them."*

#### **Trainer Note**

*Below is the text of the handout. It is for them to take with them and complete on their own. The instructions on the handout direct them to write their name in the blank spaces in order to personalize this verse.*

### To be completed during the next week:

*"For you formed \_\_\_\_\_ inward parts; You covered \_\_\_\_\_ in \_\_\_\_\_ mother's womb. \_\_\_\_\_ will praise You, for \_\_\_\_\_ is fearfully and wonderfully made.*

Marvelous are your works, and that \_\_\_\_\_ soul knows very well. \_\_\_\_\_ frame was not hidden from You, when \_\_\_\_\_ was made in secret, and skillfully wrought in the lowest parts of the earth. Your eyes saw \_\_\_\_\_ substance, being yet unformed. And in Your book they all were written, the days fashioned for \_\_\_\_\_, when as yet there were none of them."

Ask the class the following questions about these verses:

- Who is the author talking to? Answer: God.
- Who is the author talking about? Answer: Himself.
- Does the same thing apply to you? Answer: Yes.

## E. Individual Activity

**Time: 15 minutes**

### Physical Dimension Review

Refer to the handout: *Physical Dimension Review*. Ask the participants to answer their questions on this handout.

When everyone is done, review the answers with them. Debrief the exercise using the following questions:

- How many of you felt the test was easy?
- How many of you thought the test was difficult?

Explain to the participants that the point of the test was to have them begin thinking about the lesson. This was to challenge them to pay attention. It was also meant to encourage them to ask questions when in doubt because our goal is to help them understand and learn new things about themselves and others.

## F. Action Plan and Closing

**Time: 5 minutes**

### Action Plan Instructions

Refer to the Action Plan handout. This Action Plan has a chart with each day of the next week written at the top and activities that address aspects of their physical dimension. Instruct them to place a check mark in the appropriate place if they complete the activity. They should also make notes about how these activities can be physically beneficial.

### Closing

Thank the class for their time and encourage them to fill out their charts this week and be ready to return them for the next Module.



## A UNIQUE CREATION

### Psalm 139:13-16

*"For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. My frame was not hidden from You, When I was made in secret, And skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, The days fashioned for me, When as yet there were none of them."*

**Complete the following verse by inserting the missing words.**

*"For you formed \_\_\_\_\_ inward parts; You covered \_\_\_\_\_ in \_\_\_\_\_ mother's womb. \_\_\_\_\_ will praise You, for \_\_\_\_\_ is fearfully and wonderfully made. Marvelous are your works, and that \_\_\_\_\_ soul knows very well. \_\_\_\_\_ frame was not hidden from You, when \_\_\_\_\_ was made in secret, and skillfully wrought in the lowest parts of the earth. Your eyes saw \_\_\_\_\_ substance, being yet unformed. And in Your book they all were written, the days fashioned for \_\_\_\_\_, when as yet there were none of them."*

**Who do the missing words refer to? YOURSELF! Fill in the blanks again by inserting YOUR NAME!! Then read the verse with your name.**

*"For you formed \_\_\_\_\_ inward parts; You covered \_\_\_\_\_ in \_\_\_\_\_ mother's womb. \_\_\_\_\_ will praise You, for \_\_\_\_\_ is fearfully and wonderfully made. Marvelous are your works, and that \_\_\_\_\_ soul knows very well. \_\_\_\_\_ frame was not hidden from You, when \_\_\_\_\_ was made in secret, and skillfully wrought in the lowest parts of the earth. Your eyes saw \_\_\_\_\_ substance, being yet unformed. And in Your book they all were written, the days fashioned for \_\_\_\_\_, when as yet there were none of them."*

**What does this tell you about who you are?**



## PHYSICAL DIMENSION REVIEW

- 1) Who was King David talking to in Psalm 139?  
A. His brother B. A friend C. Himself D. God
- 2) Which of the following physical characteristics could you change?  
A. Your height B. Length of your hair  
C. Blood type D. Shape of your nose
- 3) Circle the true statements about snowflakes.  
A. All snowflakes are alike B. No two snowflakes are alike  
C. Snowflakes are white D. Snowflakes are unique
- 4) True or False. The physical dimension is important to overall health.
- 5) Choose two ways you can enhance your physical dimension.  
A. Exercise B. Never brush your teeth  
C. Bathe regularly D. Only eat one meal a day
- 6) Name four ways to strengthen your physical dimension.
- 7) Who did God form? Circle all that apply.  
A. King David B. Orphanage directors  
C. Your best friends D. You
- 8) Who is responsible for strengthening your physical dimension?  
A. You B. Orphanage staff C. Friends D. Teachers
- 9) Name one of your physical characteristics that you could change.
- 10) Name one action you could do to improve the characteristic you listed in question number 9.

# PHYSICAL DIMENSION OF IDENTITY

## ACTION PLAN

Each day this week, place a check mark on the chart below next to each activity that you do. Consider how each activity may enhance the physical dimension of your identity. Make notes about this below each activity.

	Mo	Tu	We	Th	Fr	Sa	Su
Read Handout							
Bathe or shower							
Brush teeth							
Put on clean clothes							
Brush hair							
Eat balanced meals							
Exercise							
Spend time in prayer							
Get good nights sleep							

Thanks for your participation. I look forward to seeing you next week.





# LESSON 3

## SOCIAL DIMENSION

**Total Time: 90 minutes**

### **Special Materials Needed for This Lesson**

Identity Wheel Display

### **Competencies for Identity Module**

Summary of competencies for Module 1: For participants to understand that they are each a unique and special person, that God loves them and wants to be part of their lives.

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

## **A. Introduction**

**Time: 10 minutes**

### **Welcome**

Welcome everyone back. Begin the class with interest in the students. Ask a few questions such as: How was your week? Did anything interesting happen?

Next, review the Physical Dimension Action Plan from the previous week. Congratulate those that completed their assignment. Engage participants in a discussion about their Action Plan. Solicit comments and answer questions.

### **Revisit the Identity Wheel and Five Dimensions.**

#### ***Trainer Note***

*Prior to this lesson, create a display of the Identity Wheel with the five dimensions of identity on a large paper or poster.*

Refer to a display of the Identity Wheel. Summarize each identity dimension and segue to today's lesson; The Social Dimension. Explain that this lesson will focus on how we respond to, interact with and treat friends, classmates, teachers, family members, strangers, etc. This is our social self.

## **B. Lecturette: The Social Side of You**

**Time: 5 minutes**

The first thing people notice about you is how you look. Next, they notice how you act toward other people. These actions and interactions have a great deal to do with your personality. Just as we have our own physical looks, we each have our own

unique personality. One person may choose to have one or two close friends. Another may enjoy having several close friends. Some people are shy or quiet, while other may be talkative and loud. Many times we react to others and they to us based on their different personalities. People often will respond to situations based on what they know and what is most comfortable for them.

People interact differently depending on the social situation. A good example of this is the difference between how we greet our friends and how we greet a complete stranger (demonstrate or ask the class for examples).

Some areas of social behavior include the following: manners, listening, and interacting with others.

Manners deal with how considerate we are of those around us. It also includes etiquette, such as table manners and going to someone's home for a visit. Good manners are skills that must be learned. Each culture has its own set of standards for manners. However, there are some universal rules of being polite. It is good manners to say "thank you" when someone helps you. It is also good manners to say "please" and "excuse me". When someone is engaged in conversation with another person and you wish to talk to one of them, it is proper to wait until they are finished talking. If you cannot wait, you say "Please excuse me. I need to talk with you when you are free."

### **C. Small Group Activity: Manners**

**Time: 15 minutes**

Divide the class into small groups of 3-5 people.

Instruct each group to make a list of good manners to use in the following situations:

- Eating a meal
- Visiting a friend's home
- Talking with each other.

Allow the groups about five minutes to accumulate their list. Depending on the number of groups and time, have each group report their responses to one or more of the situations.

Discuss the answers from the activity with the participants. Be sure to go into more detail of manners and customs that are important when eating a meal or visiting a friend's home. Go on to include other manners that are important at work, in the classroom, at the market, or other situations relevant to the group.

### **D. Continuing Lecturette: Listening**

**Time: 5 minutes**

Listening is an important part of social skills. It does not happen naturally. We need to really practice listening and this section will give you some ideas of how to listen better. Remember, God gave each of us two ears and one mouth for a reason. We should listen twice as much as we speak.

Listening is not hearing what you *think* someone is saying, but actually hearing what they are *really* saying. God thinks listening was so important that he told us over 500 different times in the Bible about the great value there is in listening.

The verb Listening means, “to pay attention to sound; to hear something with thoughtful attention, give consideration and to be alert to catch an expected sound.” There is so much for us to learn and hear if we just take the time, shut other thoughts out of our mind and really listen.

## **E. Large Group Activities: Listening**

**Time: 20 minutes**

### **The Virtue of Silence**

Have the entire class count to three and then quit talking and sit quietly with their eyes closed for 1 minute. They are to listen and report on what they hear.

After sitting quietly for one minute, ask the group the following questions:

- How hard was it to be quiet?
- What were you thinking about while you were quiet?
- What sounds did you hear?
- Had you noticed these sounds earlier? If so, were they clearer without any additional noise?

### **Active Listening**

Have students play the telephone game. You start by whispering something in the ear of the person closest to you. They whisper what they think you said to the next person and so on until all have heard the message. Each person can only whisper the message once to the next person. They cannot repeat it. Have the last person tell the entire group the message he received. This will likely be a significantly different than the original message. Tell the group the original message and compare the difference.

Suggested message:

- Each person in this room has the potential of being a great listener, but they must first develop the skill.

Repeat this activity again with a different message. Remind the participants to listen carefully. See if the results are different this time.

Suggested message:

- It gets easier to listen if you practice the skills regularly.

### **Summarize**

Conclude these activities by explaining the following.

Often when a person is speaking, the other person is spending their time thinking about what they will say when the first person is finished. When a person does this, they really do not hear what is being said or they misunderstand what is being said because they are not really listening. In order to keep your attention on actually listening to the person, look at the person talking and concentrate on what they are saying. It helps to lean in a little, have good eye contact and ignore conversations or other things going on around you. Sometimes it helps to repeat back what you think they said to you. That way you can be sure you heard what they said.

<b>Trainer Note</b>
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*If possible give an example of when you thought someone said something and you were wrong.*

## F. Continuing Lecturette: Interacting

**Time: 10 minutes**

Interaction is both listening and responding to others. The Bible says that we should treat people the way we would like to be treated. Think about that when you are interacting with others. If you spilled your drink and it got someone else wet, how would you want them to treat you? Would you want them to yell at you? Push you? Say something mean to you? Now, if someone spills a drink on you, how are you going to respond?

It is important to respond to others like you would hope others would respond to you. Most people want to be treated with dignity and respect. They want people to treat them with care and concern. One way to be treated this way is to treat others with respect, dignity, concern and care.

This means everyone! We do not always like everyone we meet, but we can still be cordial and respectful to them. The Bible tells us to love those who hurt us and to pray for those people. We are to ask God to help these people and speak nice things about them even if they are mean to us.

Sometimes we do not want to listen or interact with people because we think they are old or boring. Remember, it is still polite to actively listen and interact in positive ways with them.

***Trainer Note***

*Demonstrate an example of positive interaction.*

## G. Activity: Social Situations

**Time: 15 minutes**

Divide the class into groups of three to five people each. Refer to the Handout: *Interaction Situations*. Instruct the participants to read the five situations and describe a positive and negative way of interacting in each of the situations.

Sample Situations

1. You see an elderly man who appears to be homeless sitting on the side of the road asking for money or food.
2. A gentleman in an expensive car pulls up next to you and starts calling you derogatory names.
3. Someone at the school or place you live tells a lie about you.
4. You are riding on a crowded city bus. An elderly lady gets on and there are no empty seats.
5. Someone you know hits you just to get you angry and wants to start a fight with you.

After allowing about 10 minutes for the groups to work, have them share some of their answers with the large group. Discuss the different outcomes that may occur from the various interactions.

## **H. Action Plan and Closing**

**Time: 10 minutes**

### **Action Plan Instructions**

Refer to this lesson's Action Plan and explain these instructions to the class. Each day this week, place a check mark on the chart below next to each activity that you do. Consider how each activity may enhance the social dimension of your identity. Make notes about this below each activity. Bring the completed handout back for discussion next week.

### **Closing**

Close the session by asking the participants to share one thing they learned about social skills in this session. Thank them for their participation.



## INTERACTION SITUATIONS

With your group, consider the following five social situations. For each situation, write a description of one positive and one negative way of interacting. Be prepared to share your responses with the entire group.

1. You see an elderly man who appears to be homeless sitting on the side of the road asking for money or food.
2. A gentleman in an expensive car pulls up next to you and starts calling you derogatory names.
3. Someone at the school or place you live tells a lie about you.
4. You are riding on a crowded city bus. An elderly lady gets on and there are no empty seats.
5. Someone you know hits you just to get you angry and wants to start a fight with you.

# SOCIAL DIMENSION OF IDENTITY

## ACTION PLAN

Each day this week, place a check mark on the chart below next to each activity that you do. Consider how each activity may enhance the social dimension of your identity. Make notes about this below each activity.

	Mo	Tu	We	Th	Fr	Sa	Su
Said "Please"							
<hr/>							
Said "Thank You"							
<hr/>							
Helped someone							
<hr/>							
Said kind words							
<hr/>							
Really listened							
<hr/>							
Said "Excuse me"							
<hr/>							
Spoke calmly when upset							
<hr/>							
Others you think of							
<hr/>							
Others you think of							
<hr/>							

Enjoy your worksheets and have a great week!





# LESSON 4

## MENTAL/INTELLECTUAL DIMENSION

**Total Time: 90 minutes**

### **Special Materials Needed for This Lesson**

Garbage Pictures, Paper

### **Competencies for Identity Module**

Summary of competencies for Module 1: For participants to understand that they are a unique and special person, that God loves them and wants to be part of their lives.

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision-making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

### **A. Introduction**

**Time: 10 minutes**

#### **Welcome**

Welcome the group and review their Action Plan from Lesson 3 about social behaviors. Congratulate those who completed their homework. Ask youth if they have questions or comments from their lesson from last week.

#### **Brief Review**

Review the Identity Wheel, giving a brief summary of the five parts of the complete person.

### **B. Lecture: Mental/Intellectual Dimension of identity**

**Time: 25 minutes**

This week's session is on the mental/intellectual dimension of you. This means how you think. This is the third dimension of your life. People notice your physical self and how you interact socially with others; however, they cannot see into your mind. Unless you tell them, they do not know what you think about life and people and things.

Have you ever had anyone call you names or say bad things about you? Do you know that probably every one of us has had someone at some time say bad things about us?

In the Bible, in Ecclesiastes 7:21, it says, "*Don't take to heart everything people say*

*about you...*" When you believe bad words that people say to you, you may soon begin to act that way. What you believe (think) dictates how you live.

If you believe (think) that you are stupid, then you usually act that way. If you believe (think) that you are ugly, then you act that way. On the contrary, if you believe (think) that you are special and valuable, you will act that way. How you think dictates how you live your life.

It is important you realize that it is a great gift to be able to think for yourself. You don't have to believe everything that is told to you. You don't have to follow everyone else. You can think for yourself. You can question and learn and find out more information. You can make choices!! You can decide what is right and what is wrong and why you believe what you believe!! This is a great gift that many people don't even realize they have. It is a gift that needs to be practiced and worked on and taken care of.

**Trainer Note**

*Prior to this lecturette, collect two or three pictures from magazines or other sources depicting bad things such as a garbage heap, bad things on TV, etc. Display them at this time.*

You need to take care of your mind. If you fill your mind with bad things, it will affect your thinking. It will affect how you look at yourself, others and life. If you watch a TV show that tells you that happiness only comes from having more money, what are you going to think? If you read a book about honor and honesty, how will that influence your thinking?

## C. Activity: Identifying Influences

**Time: 30 minutes**

### Brainstorming

Ask the group this question: What things in your life influence your thinking? (teachers, caregivers, friends, TV, music, books, movies, magazines, family).

As a large group, have them brainstorm and make a list of all the things in their lives that influence their thinking. Leave space by each item on the list to be able to write more about it.

**Trainer Note**

*Use chart paper for the brainstorming activity. Place the paper on the wall and write down all the ideas the youth suggest. Attempt to consolidate them into no more than eight items on the list.*

### Small-Groups

When they are finished with the brainstorming activity, break them up into small groups of 3 or 4 members each; providing each group with paper and pens. Instruct them to copy the list on the brainstorming activity. They are then to identify whether each item is a negative or positive influence on their thinking and give one example for each item.

**Trainer Note**

*Be prepared to give examples. For instance, "Our teacher is fair to all her students and works hard to teach us and I am influenced by her example to be fair to others and to think hard work is important".*

**Large Group**

Next, come together as a large group and ask for volunteers to share their answers. Allow for discussion.

**D. Activity: Self-Awareness**

**Time: 10 minutes**

**Handout**

Distribute handout: *Thinking Awareness*. Have each participant answer the questions individually. This handout has the following questions on it:

- What do you think about yourself?
- What has influenced how you think about yourself?
- Are some things always right (good) and some things always wrong (bad)?
- How do you know what is right (good) and what is wrong (bad)?
- Do you have choices (options) in life?
- How do you decide what to do in your life?

**Large Group Sharing**

Ask for volunteers to share their answers for each of the questions. Discuss the answers given. During the discussion be supportive of their thoughts and ideas.

**E. Feedback: Teams Activity**

**Time: 10 minutes**

**Set up**

Divide the group into two teams. Have each team come up with a name for itself. Each team has two minutes to think up one situation describing an activity that may be right or wrong. The other team will offer their evaluation of situation; describing such things as: Whether it is good or bad, right or wrong, why it may have happened, what should be done about it, and why.

The following use one example.

Situation: Someone threw a rock and broke a window in the younger children's classroom.

Evaluation: This was a bad (wrong) thing to do, and we should find out who did it by asking people who were outside at the time who was around that area. The person who broke the window should have to work to pay for the repair. I think this is the right thing to do because when someone breaks something they should be required to get it fixed.

The following are other situation examples:

- Cheating on a test

- Stealing from another student
- Telling a lie to protect a friend

### **Complete Activity**

After both teams have their situation, have a spokesman for each team present the situation to the other team. Allow the other team two minutes to come up with their response. Be prepared to help each team as they come up with their examples and solutions. Be encouraging and generous with praise for the work of each team. If possible, make a positive comment about each of the groups.

### **Additional Activity (Time permitting)**

Distribute small slips of paper to each participant. Instruct each person to write one positive comment about each of the other group members on a separate piece of paper. Allow a few minutes for them to exchange their written comments with each other.

## **F. Action Plan and Closing**

**Time: 5 minutes**

### **Action Plan Instructions**

Ask the youth to write down the positive things they hear said about themselves this week. Also, write down how many times they say something positive to another person this week.

For example:

- You are really smart. – 11111111
- You look nice today – 111
- You are great friend – 11111
- Your smile brightened my day today – 111111
- You're fun to be with – 1
- You're nice – 1

After they have their list made, they are to write a brief description of how it makes them think about themselves.

### **Closing**

Thank them for their time and encourage them to be aware of how they are thinking and what they are thinking this week!! Encourage them to complete their Action Plan before the next lesson.



## THINKING AWARENESS

1. What do you think about yourself?
2. Who or what has influenced how you think about yourself?
3. Are some things always right (good) and some things always wrong (bad)?
4. How do you know what is right (good) and what is wrong (bad)?
5. Do you have choices (options) in life?
6. How do you decide what to do in your life?

# INTELLECTUAL DIMENSION OF IDENTITY

## ACTION PLAN

Please write down the positive things that you hear said about yourself this week. Keep track of how many times it is said to you. Also write down what positive things you say to another person this week. Keep track of how many times you make positive comments. Write on the back of the paper if more space is needed.

For example:

- *You are really smart* – 11111111
- *You look nice today* – 11111

### Positive things said to me

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### Positive things I said to others

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Thanks for your participation. I look forward to seeing you next week.





# LESSON 5

## EMOTIONAL DIMENSION

**Total time: 90 minutes**

### **Special Materials Needed for This Lesson**

Movie & Audio and Video Equipment, Emotional Situation Cards

### **Competencies for Identity Module**

Summary of competencies for Module 1: For participants to understand that they are each a unique and special person, that God loves them and wants to be part of their lives.

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

## **A. Introduction**

**Time: 15 minutes**

### **Welcome**

Welcome the participants. Start the discussion of the lesson by having each participant tell one thing about themselves that they have learned from one of the previous four lessons, Who am I, Physical Dimension, Social Dimension, or the Mental/Intellectual Dimension. Perhaps they have a better understanding of how they are physically different and special. Perhaps they have been able to see how their own social style of interaction is both a great strength and perhaps even sometimes a problem. Perhaps they can identify how they have been able to look at each other and see them as unique and special too.

Whatever the participant shares, be encouraging and validate them for contributing. You might also want to pass out a sticker to each participant who shares. Keep this light and fun.

Discuss their Action Plan from Lesson 4. Ask for volunteers to share how they felt when someone made a positive comment to them. Congratulate those who completed the homework. Transition to today's lesson on emotions by reviewing the Identity Wheel.

### **Review**

Refer to the Handout: *Identity Wheel*.

Review the Identity Wheel and the five dimensions by drawing a blank wheel on a poster. Ask the participants to individually complete the five dimensions on their Identity Wheel handout. Once they have finished, complete the poster and ask the

class if they were able to identify all the dimensions correctly. Briefly summarize each of the five dimensions as a lead in to Lesson 5 – Emotional Dimension.

## B. Lecturette: Emotional Dimension

**Time: 25 minutes**

### Introduction

This lesson will focus on the fourth dimension of a whole person. This is the emotional part of who you are, and how you feel about things. Others can see the physical and the social part of you, but the mental/intellectual and the emotional dimensions of you are hidden from them. The only way they know how you think or feel is by the way you behave. Your actions show your feelings and your behaviors often show what you think.

Although others cannot see your emotions, this dimension is just as important in identifying who you are as are the others. In fact, this part of you is very often overlooked or misunderstood by other people.

Let's explore how emotions are demonstrated in our actions, body language and behaviors. How many of you have seen a very exciting and action-packed movie? These movies have a lot of tension and many moments where the characters do not know if they will be safe or seriously injured or killed.

### Movie Clip and Discussion

#### **Trainer Note – Recommended option**

*Prior to this lesson select an action-packed, exciting, emotion-filled movie the participants are likely to be familiar with. You will be able to see, hear and feel a lot of different things that will be a good point for discussion on emotions. It is recommended that you show a short (no more than 5 minutes) clip from this movie that this time. Be sure to have the video equipment available in the movie queued up to the correct spot.*

After showing the movie clip, lead the class in a short discussion by asking questions similar to the following:

- What emotions did the characters in the movie experience?
- How did they reveal the emotions?
- How do you feel when you hear a loud bang?
- How do you feel when you see something that you like?
- How do people show their emotions?

### Continue with Lecturette

We've learned from our discussion people show their emotions in their expressions, their words and their behaviors. In fact, you can say that all behavior has meaning and there are emotions behind all behavior. The behaviors of others might be confusing; however, behind the behavior, the person is feeling something.

We all have emotions. We feel many different things about everyday situations. Two people can have the same thing happen to them and yet feel quite differently about

it. For example, if a teacher yells at two students, one student might feel terrible and feel anger towards the teacher, whereas the other student might not be bothered at all and feels unconcerned about what the teacher is bothered about.

Some of what we feel depends on how we think about others and ourselves. The different behaviors of others might be surprising to you. The person who is feeling angry might behave by being silent, or loud, or aggressive.

Emotions are normal. Emotions are part of life. We cannot always control situations and circumstances, but we can control how we respond to what happens, and that includes behaviors. We can make good choices on how we show our emotions and we can make bad choices on how we show our emotions. Emotions are an important part of whom we are and are often shown in our non-verbal behavior as well. Our face, our body and our gestures often show how we feel.

Refer to the handout: *Facial Expressions*.

These pictures help demonstrate different emotions people may have. There are many different emotions possible! Some people feel emotions very strongly, and others don't feel things as strongly, but all people feel some emotions.

Ask participants to identify what emotions each face might be expressing. As they respond, list their answers responses on a chart.

Refer to the chart and point out the different emotions you and the participants may have experienced during this day and what was happening at the time.



## C. Practice Activity: Emotional Situations

**Time: 40 minutes**

### Introduction

Refer to the handout: *Feelings List*. Ask the class to individually check which emotions they most often feel. When they are finished, ask for volunteer answers. Discuss whether or not it is OK to feel these emotions. Discuss the importance of valuing your own emotions as well as the emotions of others, realizing that everyone else is also feeling different emotions at different times and in different situations.

Remind participants that all emotions are okay. What sometimes gets us into trouble is choosing the wrong behaviors to express our emotions. Our goal is to choose behaviors that help us express our emotions in a healthy, safe and appropriate way.

### Set up Activity

Divide into small groups of 3 or 4. Explain the activity to the groups:

1. Each group will receive a situation to act out.

2. Each group will have five minutes to:
  - a. Read situation.
  - b. Decide how they are going to demonstrate the situation to the large group.
  - c. Do a quick practice.
3. The group members will act out the situation when called on.
4. The other groups will tell you what emotions they see. You will tell them if they are right or wrong in their guess.

**Trainer Note**

*Prepare the Emotional Situation Cards in advance (3x5 note cards) and pass out one situation to each group. Circulate among each of the groups to be answer questions and help them prepare the activity according to the instructions. The time allowed for this activity is limited and may need to be extended.*

Sample Situations (they should be modified so they are relevant to the participants):

- A friend whispers behind your back to another friend and then they both laugh.
- Your teacher yells at you for making a mistake in class in front of all the other students.
- The director calls you into her office and asks you how you are doing.
- Your caregiver asks you to do some work for her to help her out.
- The nurse wants to examine you because she thinks you are sick.
- Your favorite relative isn't able to visit for your birthday.
- You have nowhere to go for the summer holidays, so you have to stay at the orphanage.
- You are offered a good opportunity to work once you finish school.
- Your family comes to visit for New Year's holiday.
- Your brother and sisters are in the same orphanage as you are, so you get to see them often.
- You do well in school so you are offered a college scholarship.
- You watch a good movie on TV and tell your best friend about it.

**Conduct Activity**

Ask each group to demonstrate their scenario and then ask the large group to identify the emotions they saw demonstrated. Discuss how these emotions were demonstrated and why the actors may have felt these emotions.

Conclude the activity by asking: "Are emotions good and bad?" Remind the participants that emotions are not good or bad, they just happen; but, the good and bad surface with the choices we make and how we deal with our emotions or how we act on them.

## **D. Action Plan and Closing**

**Time: 10 minutes**

### **Action Plan Instructions**

Each day ask three people what emotions they are feeling. Record their responses. At the same time, identify and record the emotion you are feeling. Do this each day for the next week. If possible, ask the same people each day.

Write down your own emotions at the same time you ask the other three how they are feeling.

You can use Feelings List to help identify the emotions you and others are feeling. Bring your chart to the next meeting.

### **Closing**

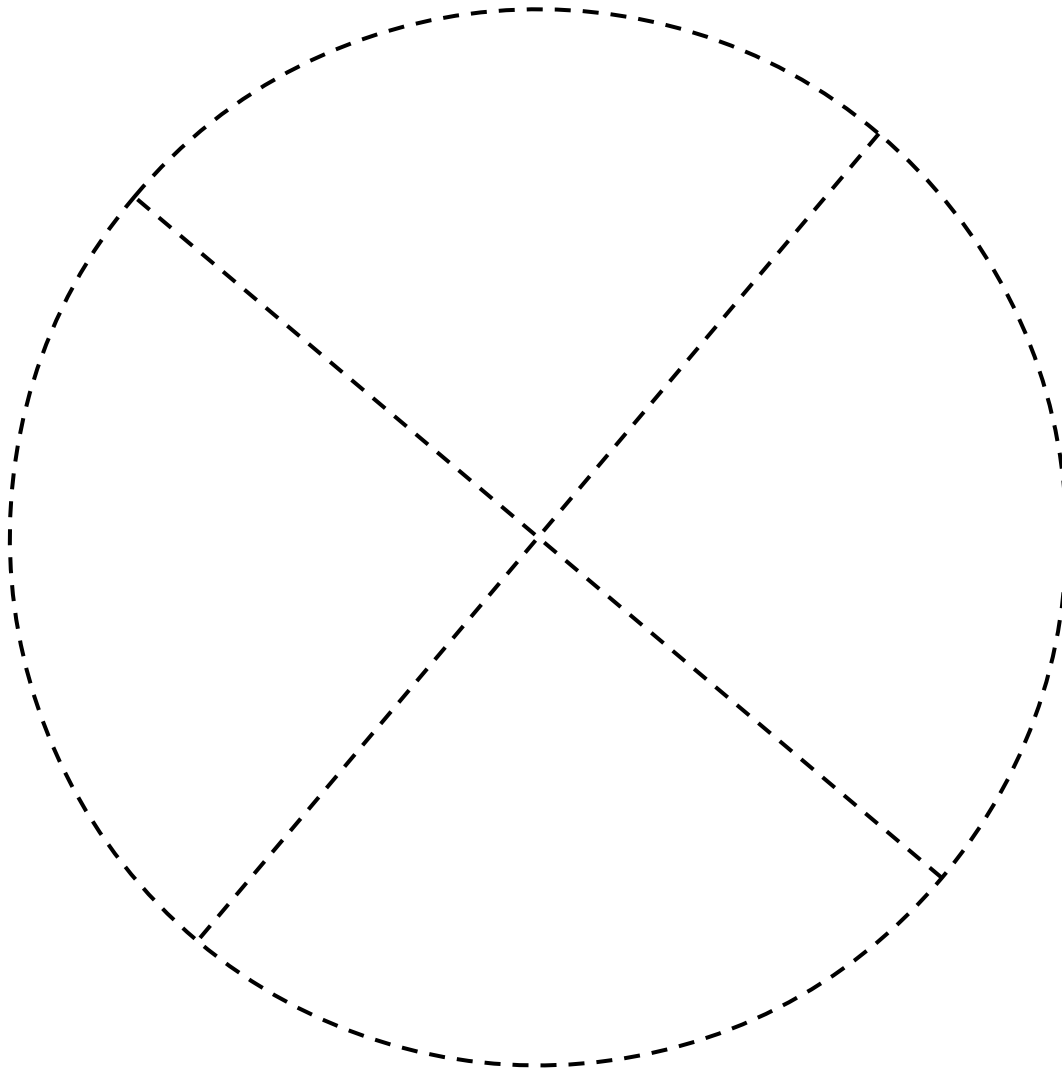
End the session by asking the participants to each tell one emotion they have experienced this session. They may use their Feelings List to identify just one emotion to share with the group.

Say Goodbye and encourage them to have a great week.



## IDENTITY WHEEL

Each person's identity is composed of five different dimensions. These dimensions can be illustrated in the form of a wheel. Complete the wheel by drawing over that dashed lines and labeling each dimension.





## FACIAL EXPRESSIONS

What emotions do you think are being expressed in each of these pictures? Why? Could more than one emotion be expressed? Explain.

























# FEELINGS LIST

Positives Feeling		Negative Feelings		
<p><b>Mild</b> friendly regarded benevolent wide awake at-ease relaxed comfortable content keen amazed alert sure attractive approved untroubled graceful turned on warm amused daring comfortable interested in</p> <p><b>Moderate</b> affectionate fond excited patient strong gay inspired anticipating amused yearning peaceful appealing determined pleased excited relieved glad adventurous peaceful</p>	<p><b>Strong</b> enchanted ardor infatuated tender vibrant independent capable happy proud gratified worthy sympathetic concerned appreciating consoled delighted eager optimistic joyful courage hopeful valiant brave brilliant</p> <p><b>Intense</b> loving adoring alive lustful worthy pity respecting empathy awed enthusiastic zealous courageous</p>	<p><b>Mild</b> listless moody lethargic gloomy dismal distressed tired indifferent unsure impatient dependent unimportant regretful bashful puzzled self-conscious edgy upset reluctant timid mixed-up sullen provoked</p> <p><b>Moderate</b> suspicious envious enmity aversion dejected unhappy bored forlorn disappointed wearied inadequate ineffectual helpless resigned apathetic shy uncomfortable baffled confused</p>	<p>nervous tense worried perplexed troubled disdainful contemptuous alarmed annoyed provoked</p> <p><b>Strong</b> disgusted resentful bitter detested fed-up frustrated sad depressed sick dissatisfied fatigued worn-out useless weak hopeless forlorn rejected guilty embarrassed inhibited bewildered frightened anxious dismayed apprehensive disturbed antagonistic vengeful indignant mad torn</p>	<p><b>Intense</b> hate abhor despised angry hurt miserable lonely cynical worthless impotent futile accursed abandoned estranged degraded humiliated shocked panicky trapped horrified afraid scared terrified threatened infuriated furious exhausted</p>





## EMOJI FEELINGS CHART

				
<b>Happy</b>	<b>Funny</b>	<b>Goofy</b>	<b>Loving</b>	<b>Proud</b>
				
<b>Annoyed</b>	<b>Frustrated</b>	<b>Stressed</b>	<b>Angry</b>	<b>Furious</b>
				
<b>Sad</b>	<b>Upset</b>	<b>Guilty</b>	<b>Neutral</b>	<b>Confused</b>
				
<b>Hurt</b>	<b>Embarrassed</b>	<b>Nervous</b>	<b>Scared</b>	<b>Horrorified</b>

## EMOTIONAL DIMENSION OF IDENTITY

### ACTION PLAN

Each day ask three people what emotions they are feeling. Record their responses. At the same time, identify and record the emotion you are feeling. Do this each day for the next week. If possible, ask the same people each day. Use handout: *Feelings List* to help identify the emotions.

Day	Person 1	Me	Person 2	Me	Person 3	Me
1						
2						
3						
4						
5						
6						
7						

Bring your chart to the next meeting. Have a great week.



# LESSON 6

## YOUR SPIRITUAL SELF

**Total Time: 90 minutes**

### **Special Materials Needed for This Lesson**

Wordless Picture Book, Colored Beads and String

***Trainer Note: Advance Special Arrangements***

*Arrange in advance to have a member of the Gideons International come to the training to pass out New Testaments to the class at the end of the session. Note: They will not give the New Testament to the trainer for distribution, just to the class members upon completion of the training.*

### **Competencies for Identity Module**

Summary of competencies for Module 1: For youth to understand that they are each a unique and special person, that God loves them and wants to be part of their lives.

- Participants will understand how esteem is developed and maintained.
- Participants will demonstrate confidence in who they are and will understand the importance of independent thinking and decision-making ability.
- Participants will understand the importance of feeling lovable, capable, worthwhile and responsible as developing individuals.
- Participants will know and understand the developmental dimensions and the connection of spiritual to all the dimensions.

## **A. Introduction**

**Time: 5 minutes**

### **Welcome**

Welcome everyone back to the final lesson for the Identity Module.

### **Review**

Start the final lesson by reviewing Lesson 5. Refer to their Action Plan and ask them to share what they discovered when they observed different people's emotions through the week. Accept answers as given. Summarize their reporting and bridge to the introduction of the final lesson.

## **B. Activity: Introduction of the Spiritual Dimension**

**Time: 15 minutes**

Begin this introduction by revisiting Psalm 140:13-16. Read the Scripture verses aloud.

*“For you formed my inward parts; You covered me in my mother’s womb. I will praise You, for I am fearfully and wonderfully made. Marvelous are your works, and that my*

*soul knows very well. My frame was not hidden from You, when I was made in secret, and skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, the days fashioned for me, when as yet there were none of them."*

After reading the scripture, pass out a blank piece of paper to each participant and give the following instructions:

1. Write two words that describe you.
2. Next write two words that describe God.
3. Now, write two words that describe Jesus.
4. Finally, write the words: Lovable, Capable and Worthwhile.

### **Process Activity**

When we think of ourselves, we sometimes only see certain limited characteristics, perhaps like the ones you wrote on your piece of paper. God sees us differently. He sees us as wonderful beings He has created. God created us to have a relationship with Him. He sees us as lovable, loving us so much that He created us. He sees us as capable, so much so that He has given us talents, gifts, abilities, in order to serve Him in our life. He sees us as worthwhile so much so that He sent Jesus to die on the cross for us. He sacrificed His only son for us because He wants a relationship with us that is personal. Sin separated us from God, but Jesus makes it possible for us to be united with God forever.

Read John 3:16: *"For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life."* (NKJV)

It is our prayer that each of you will come to understand that to be a whole person, you need to know Jesus personally. This means you believe Jesus died for your sins and you invite Him into your life.

Draw a large circle on poster paper. Explain that each of us is this circle. Fill in the four dimensions.

Use a heavy black marker to darken the outer circle, explaining that today we are talking about this circle – the spiritual dimension – which is their relationship with God. The spiritual dimension – specifically, a relationship with God – brings the wheel to completion. Without this, the wheel (each of us) is not able to function as God had planned for us to function.

Remember in lesson 1, we talked about how by removing one dimension, the wheel could not roll smoothly. It would be bumping along and there would be obvious needs to be met in order for the wheel to roll through life.

## **C. Lecturette: Spiritual Dimension**

**Time: 10 minutes**

### **Trainer Note**

*Prior to this lesson, create visual aids to show for each of these points. These could be PowerPoint slides, posters, magazine pictures or other creative ideas. For example, you could use a world, man and wife, picture of Jesus, robot, etc.*

God has created you to have a close relationship with Him. He gives you the choice and freedom to receive or reject closeness with Him.

1. God began the world as we know it with His own creation of the world and all its inhabitants. The Bible tells us in the book of Genesis that God is three persons in One Being and that He is a loving God. He is God the Father, God the Son and God the Holy Spirit. We often refer to God the Father by the name God. We refer to God the Son by the name Jesus, and God the Holy Spirit is called Holy Spirit. You might have more questions about God. One way to get these questions answered is to find people who love Jesus and ask them to help you. It is important to understand that God does not love according to feelings or circumstances. He loves all people the same and without wavering. He does not have favorites. He is all-loving and all-knowing and all-strong.
2. After creating the world, man, woman and all the animals, God gave man and woman the freedom to live and enjoy the world as He created it. He gave them all freedoms with only one restriction. There had to be at least one restriction in order for there to be freedom of choice. If there was no choice to be made, there would have been no freedom of choice. That one restriction was not to eat the fruit off a certain tree in the middle of the garden. The man and woman chose to break this one restriction. And this began the fall of mankind and the desperate need for restoring of relationships with God.
3. The restoring of the relationship with God was made at first through obeying laws and then later in history, God sent part of Himself, in the person of Jesus Christ, to pay the price for all our shortcomings before God so that we can be close to God again. Remember the verse in the Bible we just read? It was John 3:16. *"For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life."* Jesus was crucified on the cross for us. He died there, then He rose again to be with God the Father in Heaven.
4. This closeness to God is not forced. We are not robots that are made to love God. We are given the free choice, just as God has always given mankind the choice to love Him or not throughout the history of the world. Each person makes a personal choice to be close to God through the sacrifice Jesus Christ made of Himself or not.
5. Once a person makes the choice that they want to be close to God and accepts Jesus Christ as the restorer of their relationship with God thanks to His payment for their shortcomings before God, that person has the rest of his/her life here on earth to get to know Him better before eternal life begins. Getting to know God better means sharing life with Him, experiencing forgiveness and trusting completely. One way to get to know God better is by reading the Bible. This book was written by some 40 different authors over a span of thousands of years. Each of these authors was directed by God through the Holy Spirit. Another important way to get to know God is by spending time with Him in prayer. Prayer is simply talking to God about what we think and feel and listening to His direction. We also get to know God better by spending time with other believers to praise Him together, encourage one another and learn from each other.

## D. Wordless Book Illustration

Time: 10 minutes

### **Trainer Note**

*Option: #1 (preferred) – Use this illustration to reinforce the previous lecturette. Option #2 – This illustration could be used in place of the previous lecturette. The Wordless Book illustration was reportedly developed many years ago by Charles Spurgeon, an evangelist. The book consists of several blocks of pure color that, in sequence, represent a certain truth of basic Christian teachings.*

Begin this illustration by displaying the book to the class; flipping through its pages. Proceed with the following explanation.

I want to show you an unusual book. What do you notice about it? You are right! It has no words or pictures! Each page is a blank sheet of colored paper. You might wonder what kind of story you can find in it. This is a wonderful and true story about love. It comes from the Bible, God's Word. Let's turn to the first page.

### **Gold/Yellow Page**

The first page is gold. The Bible tells us that Heaven is a beautiful place and has streets of gold. God created Heaven and He wants you to live there some day with Him.

Why would God want you to be in Heaven with Him? Because He LOVES YOU! God says in Jeremiah 31:3 *"I have loved you with an everlasting love."*

While God loves you and wants you to live with Him, there is something that keeps you from Heaven. It is called sin. The next page tells you about this.

### **Dark Page**

The dark color represents sin. Have you ever lied? Have you ever said bad things about another person? Have you ever been unkind to someone? All of those things are sin. The Bible, in Romans 3:23, tells us that *"everybody sins"*. That includes you and me and everyone else!

When you do something wrong where you live, you probably get punished. The Bible says that the punishment for sin is separation from God in a place the Bible calls Hell.

Because He loves you, God does not want you to be separated from Him. So, God created a way for your punishment to be taken away. The Red page tells us how.

### **Red Page**

The Bible tells us that *"while we were sinners, Jesus died for us."* Jesus is the son of God. He is also God. The Bible tells us that Jesus was born, lived a perfect life (never sinning). Jesus told people about God's love. Some bad people took Jesus and nailed Him to a cross. The red color reminds us that Jesus bled and died on the cross for us. The Bible says that all of this was God's plan. He knew that we could never be good enough to get to Heaven; so, Jesus took the punishment for our sins by dying on the cross. The Bible says in Hebrews 9:22 *"without the shedding of blood, there is no forgiveness of sin."* Jesus shed His blood for our sins. But that is not the end of the story.

Jesus was buried, but three days later, He rose from the dead. Many people saw Him alive again. After sharing more about God's love, Jesus rose up into Heaven and He is there now. His resurrection from the dead proves that Jesus had the power to take our punishment for sin.

He wants you to live with Him some day in Heaven. The white page explains how.

### **White Page**

You have heard that God loves you and wants you to be with Him in Heaven some day. Therefore, He sent Jesus to pay the penalty for your sins. But there is one more step you have to take. You have to accept Jesus' gift of freedom from sin. The Bible tells us in John 1:12 *"But as many as received Him (Jesus), to them He gave the right to become children of God, to those who believe in His name."* That means that if you believe Jesus died for you and rose again and ask Him to take your sins away, you will become a part of God's family and then some day will live with Him in Heaven.

If I were to offer you a free gift (maybe candy), it is not yours until you accept it. That is the way it is with freedom from the punishment of sin. You have to accept Jesus' gift of freedom from punishment to make it yours.

Would you like to do this right now? If so, let God know this. If you are not sure what to say, you can pray the following prayer.

*Dear God,*

*Thank you for sending Jesus to take the punishment for my sins. I believe that Jesus died for me, was buried and then rose from the dead. I accept His gift and receive Him now as my only Savior from sin. Thank you for making me a part of your forever family.*

*In Jesus' Name, amen.*

If you prayed that prayer, the Bible promises that God heard you and now will always be with you. In Hebrews 13:5, God says *"I will never leave you or forsake you"*. God is true to His promises. That means He will ALWAYS and FOREVER be with you, even when you sin again.

As a child of God, you need to grow everyday. The green page gives you ideas about how to do this.

### **Green Page**

Green is the color of trees, grass, and plants. Green reminds us that we need to grow.

First of all, we need to remember that sin can keep us from growing. Therefore, we need to confess our sins and ask for forgiveness every time we do wrong. In 1 John 1:9, God says *"if we confess our sins, God is faithful and just to forgive us our sins and to cleanse us from all unrighteousness."* "God is faithful" means that God will ALWAYS forgive you when you ask him.

Now how can we grow spiritually? This means to get to know God better and better and to learn to live according to His will. Just as you need to spend time with a friend to get to know them, you also need to spend time with God to get to know Him. You can do this by reading the Bible and by talking to God in prayer. You can also get to know Him better by attending church services. God wants you to know Him and these things can help you to do that.



If you prayed the prayer of accepting God's gift of forgiveness, I would like to encourage you to tell others about Jesus, too. Remember, there is always room for one more in the family of God!

## E. Practice Activity: Spiritual Dimension in Other Dimensions

Time: 30 minutes

### **Trainer Note**

*This section is very important to the module; it helps the participants to see their value as a person of God. It focuses on how God sees them versus how others see them. It goes beyond circumstances and/or situations that might be hurtful to them. God's view of them is what we want them to understand. As a trainer, if this section is difficult for you, meet with someone who has developed a strong relationship with Jesus and ask him or her for help. This section refers to you too.*

Refer to the handout: *The Spiritual Covering – Group Activity*.

Ask the participants to join together with their group and write down one example of each of the four dimensions in their own life and how the spiritual dimension covers those examples.

Samples:

- Physical: Washing my hair and brushing my teeth. God has given me hair to look pretty and teeth to eat and talk and I need to take care of them so that they will be the best they can be.
- Social: How I talk to other people and how I treat other people. God has created all people as equal in value and I need to remember how God sees the people I am dealing with and how He wants me to treat them with love and forgiveness as He treats me.
- Mental/Intellectual: How I think about myself and how I think about truth. God has created me special and He values me so I should see my value as being precious. I should view truth as God defines truth in the Bible, that there are absolute truths, wrong and right, and if something goes against what God says, it is wrong.
- Emotional: To understand emotions do I feel the most and to be sensitive to how others are feeling. God created emotions and wants us to feel positive emotions and to channel our emotional energy in healthy ways to ourselves and towards others. He also wants us to be sensitive to the feelings of others and to consider them as important as ourselves.

Ask for volunteers to share their answer. Discuss the examples and answers the participants come up with. Give recognition and praise for sharing.

## F. Feedback

Time: 15 minutes

Refer to the handout: *A Personal Moment*. At each person to answer the following

questions individually:

- Do you think God is personally interested in you and your life?
- Do you think the spiritual dimension of you is healthy?
- Do you need help in this area of your life?
- Do you have a personal relationship with God?
- Do you WANT a close personal relationship with God through Jesus Christ?

The following prayer is at the end of the handout. Invite the youth to consider this prayer. If they decide to say this prayer, encourage them to tell about this someone they know who loves Jesus. Let them know you are available but allow them the option of telling someone else.

**Prayer:** *Jesus, I know I am a sinner. I ask you to forgive me of my sins. I know you died on the cross for me, that you rose again and are in Heaven with God the Father. I ask you to come into my life forever. I ask you to walk with me and give me guidance. I accept you into my life as my Lord and Savior. Amen.*

**Trainer Note**

*It is suggested that each participant be given a New Testament at the end of this lesson. Gideons International can provide free New Testaments. **For this to happen, the Gideons must be invited to pass these out in person – contact them in advance.***

## G. Action Plan and Closing

**Time: 5 minutes**

### Action Plan Instructions

**Trainer Note**

*Prior to this lesson obtain the colored beads and string necessary to make bracelets. These beads should be the same colors from the Wordless Book: gold, black, red, white, and green.*

Using the colored beads provided, make a bracelet for your wrist. Consider what each of the five colors stand for. Try to memorize the meaning of these colors. Tell others about your bracelet.

### Closing

Close this module on Identity with the following comments:

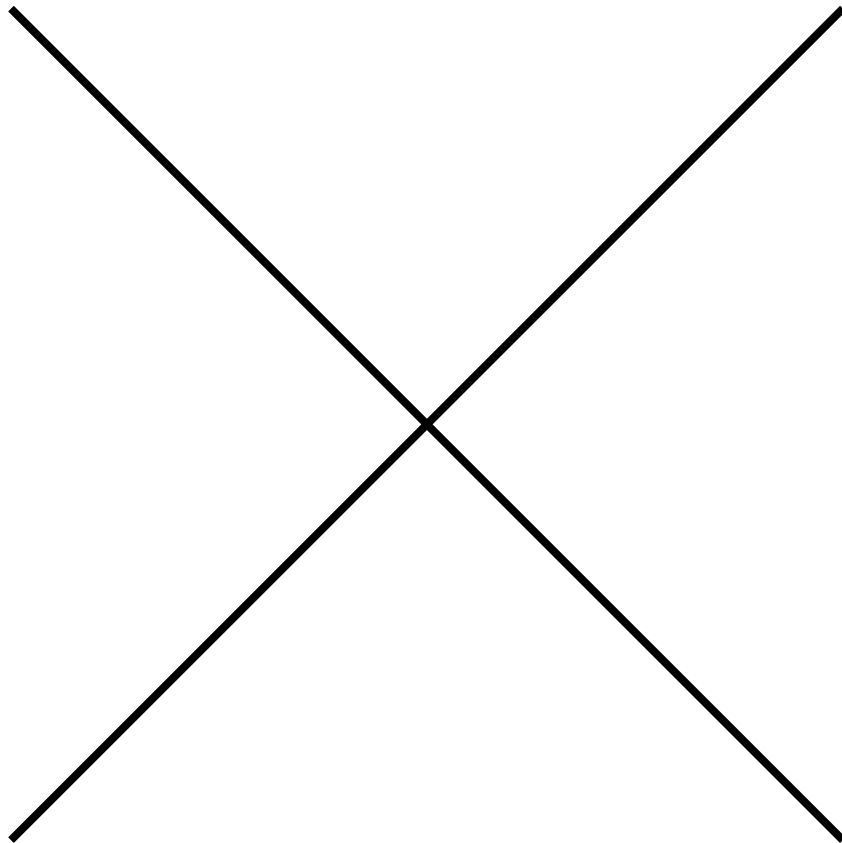
It has been great going through the Identity Wheel. I have enjoyed this series of lessons and look forward to the next module which is about Social Skills. We will have a lot of fun in that module. We all want to be ready to enter the world, and what better way to do this than having a personal relationship with Jesus. Next, we will learn how to get along with others in the world of working, going to school, and being a good citizen!



## THE SPIRITUAL COVERING

### Instructions

With your small group, discuss how God might see you in each of the dimensions. For each, write one idea of how we might better see ourselves through the eyes of God.



What does God want from you in the spiritual dimension?



## MY PERSONAL MOMENT

Answer each of the questions by marking YES or NO.

1. Do you think God is personally interested in your life?  
 YES       NO
  
2. Do you think your Spiritual Dimension is healthy?  
 YES       NO
  
3. Do you need help with this dimension of your life?  
 YES       NO
  
4. Do you have a personal relationship with God through Jesus Christ?  
 YES       NO
  
5. Do you WANT a personal relationship with God through Jesus Christ?  
 YES       NO

The last prayer is for you. Just like God told Adam and Eve they had choices, you too have a choice about your personal Spiritual Dimension. If you know you are living without a spiritual covering or a personal relationship with Jesus, this prayer is for you. This choice is yours. Read this prayer with honesty in your heart. Jesus is faithful to honor your request.

**Prayer:** Jesus, I know I am a sinner. I ask you to forgive me of my sins. I know you died on the cross for me, that you rose again and are in Heaven with God the Father. I ask you to come into my life forever. I ask you to walk with me and give me guidance. I accept you into my life as my Lord and Savior. Amen.

If you prayed this prayer, who will you tell? Name that person here:  
 \_\_\_\_\_ . If you have no one to tell, please tell the trainer.

**Jesus loves you!**

# SPIRITUAL DIMENSION OF IDENTITY

## ACTION PLAN

Using the colored beads provided, make a bracelet for your wrist. Consider what each of the five colors stand for. Try to memorize the meaning of these colors. Tell others about your bracelet.

### Gold: Heaven

- Heaven is a beautiful place and has streets of gold.
- God created Heaven and He wants you to live there with Him. Why? Because HE LOVES YOU! In the book of Jeremiah 31:3 we can read: "I have loved you with an everlasting love."

### Dark: Sin

- Have you ever lied? Have you ever said bad things about another person? Have you ever been unkind to someone? All of those things are sin. Romans 3:23 says: "*all have sinned*".
- The punishment for sin is separation from God, in a place the Bible calls Hell.

### Red: The Blood of Jesus

- Hebrews 9:22 "without the shedding of blood, there is no forgiveness of sin." Jesus – the son of God – bled and died on the cross for the forgiveness of our sins. Romans 5:9 tells: "*While we were still sinners, Christ died for us.*"
- Jesus was buried, but three days later, he raised from the dead. His resurrection from the dead proves that Jesus had the power to take our punishment for sin.
- Then He rose up into Heaven and He is there now. He wants you to live with Him some day in Heaven.

### White: Forgiveness

- Forgiveness is the freedom from the penalty of our sins (evil actions). It is available to us by Jesus' death on the cross. In order to receive forgiveness we need to ask for it and then accept it.
- John 1:12: "*But as many as received Him (Jesus), to them He gave the right to become children of God, to those who believe in His name.*" If you believe that Jesus died for you and rose again and ask Him to take your sins away, you will become a part of God's family and some day will live with Him in Heaven.
- If you want to ask God for forgiveness but are not sure what to say, you can pray the following prayer:  
*Dear God. Thank you for sending Jesus to take the punishment for my sins. I believe that Jesus died for me, was buried and then rose from the dead. I accept His gift and receive Him now as my only Savior from sin. Thank you for making me a part of your forever family. In Jesus' Name, Amen.*
- If you prayed that prayer, the Bible promises that God will always be with you. Hebrews 13:5 says: "*I will never leave you or forsake you.*"

### Green: Growth

- Green is the color of trees, grass, and plants. It reminds us that we need to grow spiritually. That means to get to know God better and to learn to live according to His will.
- We can get to know God better by:
  - reading our Bible
  - spending time in prayer
  - attending church services
  - spending time with other believers.
- Sin also can keep us from growing. Therefore, we need to confess our sins and ask for forgiveness regularly. 1 John 1:9: "*If we confess our sins, God is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.*"

