

## **The summer conference**

for GB's children and youth leaders

**11 July 2015**

Cliff College, Calver, Hope Valley,  
Derbyshire, S32 3XG

Including ....



**– a resource for exploring self-worth with young people**

### **#Value: Discover your God-given worth**

#### **What is this resource?**

This resource is based on the Volumise equipping session held at Girls' Brigade's summer conference in July 2015 focusing on cultivating self-worth in young women.

This resource has been produced to help you, as leaders, run a practical session with the young people you work with to address these issues.

The resource contains four sections including:

1. Engage – to help young people to begin to feel safe to acknowledge their emotions
2. Equip – to help young people understand their emotional needs and why it's important to express them in healthy ways
3. Empower - to equip young people with tools and resources to help them manage their own emotional well-being
4. Enjoy – to celebrate each person's unchangeable God-given value.

Check out the Volumise section within our website's Go leader zone to find four video clips of GBEW's President Rachel Gardner equipping you to run these sessions as well as a separate resource – Volumise: A resource for equipping leaders – which can be used to equip your local, district and regional leadership teams.

#### **How should I use it?**

The resource is flexible and can be used in a variety of settings:

- GB groups – you could have a theme night around self-esteem and encourage the girls you already work with to bring a friend.
- Why not use some of the activities to run a workshop or assembly in a local school? You can then encourage the girls who attend to come along to your GB group to find out more or to join the online koko community.

Remember that you don't need to do every activity – pick and choose the ones that are most relevant to your group.

**Let's get started!**



## #Value: Discover your God-given worth

### I. ENGAGE

#### Aim

- To help young people to begin to feel safe to acknowledge their emotions.

#### ACTIVITY #1 - ROLL THE DICE

Use a dice and explain to the group that each number represents the six basic emotions we all experience. When they roll the dice, they need to finish the sentence.

1 = I feel sad when...

2 = I feel happy when...

3 = I feel afraid when...

4 = I feel angry when...

5 = I feel surprised when...

6 = I feel disgusted when...

Use this activity to prompt an age-appropriate discussion about having and handling emotions. You may want to do this before or after the 'True or false' activity.

#### ACTIVITY #2 - TRUE OR FALSE

This true or false game allows you to teach the group about self-esteem, how to recognise poor self-esteem and how to build it. Place true and false signs at opposite ends of the room and read out the following statements. Invite the young people to stand at the appropriate sign.

***Self-esteem is about being happy all the time.***

(FALSE: Nobody is happy all the time! Having a healthy self-esteem means that you're generally happy with yourself. But it also means that when you feel low or overwhelmed, you know where to turn for positive support and care.)

***Everyone struggles with low self-esteem from time to time.***

(TRUE: The majority of, if not all, people will, at some stage, have times when they lack self-esteem.)

***Getting all emotional about something is a sign that you've got low self-esteem.***

(FALSE: Emotions cover everything from intense happiness to anger and frustration. They help us understand how we're responding to different situations. The most important thing is to work out what your emotions are telling you. If you're crying all the time, it might be because you have some unmet needs.)

***It's OK to express how you feel.***

(TRUE: There is always a healthy way to express anything you're feeling. But some ways are harmful to yourself and others.)

***Some people have more value than others.***

(FALSE: Everyone has the same self-worth because it's what God gives us. It's not dependent on how we're feeling. We can build our self-esteem. We can't build or lose our self-worth because it never changes.)

Check out the Volumise section (within the GB website's Go Leader zone) for a video clip from Rachel Gardner equipping you to think about how we can engage girls to think about self-esteem. Plus a resource of discussion questions/activities which you can use in your group, district network or region to help equip other leaders.



## **2. EQUIP**

Aim:

- To help young people understand their emotional needs and why it's important to express them in healthy ways.

### **ACTIVITY #1: GINGERBREAD GIRL**

Give every girl a copy of the gingerbread girl sheet (See Page 7) and explain that everyone has a whole bunch of needs. We all have physical needs (food, water, air, shelter etc.) and if we don't get these needs met we would die! But we also have emotional needs. If we don't get these met we won't die, but we might suffer from low self-esteem, depression and anxiety.

Instead of taking the group through all nine of our emotional needs, this activity highlights a few key ones for you to talk through with the girls.

Hand out some brightly-coloured pens and ask the girls to draw a symbol on their gingerbread girl to represent each of the needs that you read out.

1. **ACHIEVEMENT (HEAD)** - you need to know what you're good at. Everyone has something they can achieve at. What's yours? On the **HEAD** ask them to draw something they're good at.
2. **SECURITY (NECK)** - you need to feel safe so that you can grow in confidence in who you are. On the **NECK** ask them to draw a necklace with the word 'safe' on.
3. **MEANING (HEART)** - you need to know why you're here and what your purpose is. Draw a **HEART** in the figure.
4. **INTIMACY (LEFT ARM)** - you need at least one person who knows you 'warts and all'. On the **LEFT ARM** draw something that represents a good friend.
5. **COMMUNITY (RIGHT ARM)** - you need to know where you belong so that you can reach your potential. On the **RIGHT ARM** ask them to draw something that represents belonging to a group of people who care for you.
6. **ATTENTION (FEET)** - you need to receive positive attention from others, and to give it to others because it's not healthy to only be thinking about yourself. On the **LEFT LEG** draw something that represents listening to others and on the **RIGHT LEG** draw something that represents being listened to.

Depending on the age and ability of your group, it would be good to invite them to share their thoughts about this activity and what it's made them think about. You may want to choose just one or two needs to talk about in more depth.

Ask them in pairs to think of a good way to meet one of those needs, and a harmful way. Self-harm will probably come up in some of your discussions. Your group may not think it's always a harmful way to meet their need for attention or meaning, so make sure you're clear with your group about what makes something healthy or unhealthy.



## #Value: Discover your God-given worth

### ACTIVITY #2: koko EXPLORES: SELF-HARM

Watch the koko explores: self-harm video which can be found on the koko website ([www.thekokostory.com](http://www.thekokostory.com)).

After watching the video, ask the group to discuss the following questions:

- Can you share one thing that you learned from watching the video?
- How could you help a friend who was self-harming?
- How will you manage your emotions in a more positive way?

Self-harm is a sensitive topic. Self Harm UK provides innovative resources to help young people recover from it as well as providing equipping events and resources for parents and leaders. You can find out more by visiting its website – [www.selfharm.co.uk](http://www.selfharm.co.uk).

*Check out the Volumise section (within the GB website's Go Leader zone) for a video clip from Rachel Gardner equipping you to think about how we can equip young people to manage their emotional needs in a positive way. Plus a resource of discussion questions/activities which you can use in your group, district network or region to help equip other leaders.*

### 3. EMPOWER

Aim:

- To equip young people with tools and resources to help them manage their own emotional well-being.

#### TOOL #1: ELEPHANTS NEVER FORGET!

Giving young people something positive/true about themselves that they can remember in difficult situations is a brilliant resource to help them manage their emotions. You could start by telling each person: 'You're amazing...(give an incident...)'

Then use this verse from Romans to unpack the truth that when we choose to follow Jesus, we belong to God. He's our Father which means we're His daughter.

'God's Spirit touches our spirits and confirms who we really are. We know who He is, and we know who we are: Father and children. And we know we are going to get what's coming to us — an unbelievable inheritance! We go through exactly what Christ goes through. If we go through the hard times with Him, then we're certainly going to go through the good times with Him.' Romans Ch.8:15 (MSG).

You could challenge the young people to learn this verse so that they can bring it back to mind whenever they need to remember the truth about their identity, purpose and sense of belonging.



## #Value: Discover your God-given worth

### TOOL #2: BREATHE DEEP

Invite the group to find a comfortable sitting position and to close their eyes. Then ask them to breathe in through their nose and out through their mouths. Once they're all doing this (without giggling!) then ask them to count up to three as they breathe in, and count up to six as they breathe out. Repeat. The secret is to make each 'out' breath last longer than each 'in' breath. This has the effect of stimulating the body's natural relaxation mechanism. It stimulates the parasympathetic nervous system, making you feel relaxed and calm.

Discuss with the group when they could use this simple technique:

- At exam time
- When they've had an argument with mum or friends
- Instead of harming themselves
- Whenever they feel stressed.

### TOOL #3: FEET DEAL

We feel anxiety in the upper part of our bodies - waist upwards, not in our feet! So encouraging young people to focus on their feet is a brilliant way to ground themselves. Why not get a load of nail varnish and bowls of warm water so the girls can paint their toe nails and remember this technique to calm down?

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## 4. ENJOY

Aim:

- To celebrate each person's unique personality and gifting.

### ACTIVITY #1: BUILDING EACH OTHER UP

Give each young person a blank gingerbread girl sheet and ask her to write her name on it, then place it somewhere in the room (slightly hidden). Once everyone has done it, gather the group together and explain that you're going to put on some worship music and they can go and find someone's gingerbread girl. Once they find a figure they need to write something positive about the person named on the sheet and pray for them. Then put the figure back and go on to find another figure and pray for that person etc. until you say stop.

### ACTIVITY #2: TREE GOALS

Give everyone a piece of ribbon to tie on a tree to represent an emotion they feel. Then give them another piece of ribbon (different colour) to represent something they're going to do to express that emotion in healthy ways.



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Check out the Volumise section (within the GB website's Go Leader zone) for a video clip from Rachel Gardner equipping you to think about how we can help young people celebrate their unique God-given value. Plus a resource of discussion questions/activities which you can use in your group, district network or region to help equip other leaders.

### Further resources

We hope that your GB group finds this session helpful and enjoyable. Our regular programmes unpack the issue of self-esteem and self-worth in more detail – why don't you delve in further? For example, GB's **n:counta** tracks (such as *Looking Good*, *Looking at Self-Esteem*, *Who am I?*, *Our Emotions* and *Safe & Sound*) and GB's **n:spire** materials (such as *Diva Channel* and *Future Channel*).



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**GINGERBREAD GIRL**

