I AM WORTHY Facilitator's Guide

Older Elementary

Intro: I Am Worthy & Priceless

Lesson Overview

This lesson (35–45 minutes) helps students understand their value by exploring the difference between *worth*, *price*, and *priceless*. Through discussion, hands-on activities, and reflection, students learn that their worth does not come from money, opinions, or feelings, but from who they are.

Learning Objectives

By the end of the lesson, students will be able to:

- Define the words *worthy, worth,* and *priceless* in age-appropriate language.
- Explain that people have value beyond money or possessions.
- Identify personal qualities that make them unique.
- Affirm their own worth and the worth of others.

Supplies Needed

- Gift bag with items of varying value, such as:
  - iPhone
  - Apple Watch
  - iPad
  - Bluetooth speaker
  - Mirror
- Markers
- Journals or paper (one sheet per student)
- Whiteboard or large sheet of paper

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Introduction: Welcome & Expectations (5 minutes)

Lead Teacher

Say: “Welcome! We are so excited that you were chosen to attend.”

Review the group expectations together:

- Be Kind
- Be Respectful
- Have Fun

Explain: “If someone forgets one of our expectations, you may hear a gentle reminder word.”

- Participate!
- Kindness!
- Listen!

“Today, we are going to begin by talking about what it means to be worthy and priceless.”

Teaching Truth #1: Understanding Worth (12–15 minutes)

Lead Teacher

Step 1: Introducing the Word Worthy

Write the word WORTHY on the whiteboard or large sheet of paper.

Ask: “Do you see another word inside the word worthy?”

When students identify WORTH, circle it.

Ask: “How much are you worth?”

Allow students to share their answers.

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Step 2: Exploring Price vs. Worth

Invite students to pull items from the gift bag one at a time.

Ask students to guess how much each item is worth.

Have students do a fun drumroll before revealing each price.

Sample Prices:

- Bluetooth Speaker: $110
- iPad: $800
- Apple Watch: $300
- iPhone: $1,000

Ask: “Why do you think some items are worth more money than others?”

Allow students to respond.

Step 3: The Mirror Moment

Pull out the mirror as the final item.

Ask: “What about you? What are you worth?”

Allow students to respond.

> “Objects can have a price, but people are different. Let’s talk about what it means to be priceless.”

Teaching Truth #2: You Are Priceless (5 minutes)

Lead Teacher

Write the word **PRICELESS** next to **WORTHY** on the whiteboard or large sheet of paper.

Say:

- “Priceless means you are so valuable that no amount of money could ever buy you.”

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- “No one could ever put a price on you because you are so special.”
- “You are worth more than money, more than gold, and more than anything expensive you can imagine.”

Ask: “Do you think you are priceless and worthy?”

Allow students to answer as a group.

Explain:

- “Sometimes you may not feel worthy, but truth is not based on feelings.”
- “Sometimes you may think you are not worthy, but truth is not based on lies.”
- “Sometimes others may say you are not worthy, but truth is not based on what others say.”

Affirmation:

Have students repeat aloud:

“I am worthy!”

“Now let’s talk more about what it means to be worthy and priceless.”

Talk It Out (5 minutes)

Table Leaders

Ask:

- “Why are you worthy and priceless?”
- “Do you think of yourself as equally worthy as others? Why or why not?”
- “What are some lies people hear or believe that make them doubt their worth?”

Teaching Truth #3: Every Person Is Unique (2–3 minutes)

Lead Teacher

Say:

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- “Every person is unique.”
- “There is no one else exactly like you.”
- “Each of you is wonderfully made just as you are.”

Encourage students to celebrate what makes them special.

“Now you are going to think about some of the things that make you unique.”

Small Group Activity: My Worthy Hand (8–10 minutes)

Table Leaders

Give each student a journal or one sheet of paper.

Instructions:

- Trace one hand.
- On each finger, write one way you are unique.
- In the palm of the hand, write:

“I am worthy.”

Invite students to share their answers with a partner or table leader.

Closing Affirmation (1–2 minutes)

Lead Teacher

Say:

> “Today we learned that you are worthy, priceless, and unique.”
>
> “Your worth never changes, no matter what you feel, think, or hear from others.”

Have students repeat together:

“I am worthy. I am priceless!”

End by affirming each child and reminding students that their worth never changes.

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