Identity

SESSION	SLIDES	WORKBOOK
45–55 min	12	Pages 3–7

A note to facilitators

We want to make these sessions as simple as possible for you, but this is your time with your students. You know them best. Use this guide as a starting point, not a script. If a conversation takes an unexpected direction, that is okay. Follow the questions and interests that matter to your group. These sessions work best when students feel they have a voice and a sense of ownership over the time together.

Follow your school's wellbeing and safeguarding processes if a student needs support.

At a glance

Central message

Our identity shapes how we live and make decisions. Achievements, appearance, abilities and other people's approval can change. The Christian faith offers a more secure foundation: we are created by God, and identity in Christ is received by grace rather than earned by performance.

Suggested duration

45–55 minutes; adapt the discussion and writing time to suit your class.

Have ready

12-slide Identity deck; workbook (pages 3–7); pens; optional Bible or access to Ephesians 2:8–10 and 1 John 3:1. Optional: Abel Movement introductory video and student stories from the Resource Hub, if available.

By the end, students should be able to

- Name several things that shape their sense of identity.
- Recognise that basing worth on changing things can feel insecure.
- Describe the Christian perspective that identity is grounded in God's love and grace.
- Reflect personally, write a letter to themselves and choose a practical weekly action.

Background for the facilitator

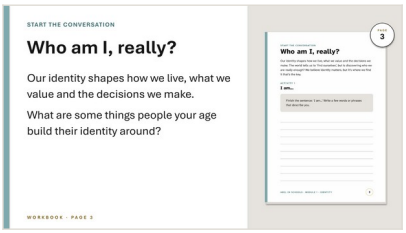
Identity asks, ‘Who am I?’ and ‘What defines me?’ In a culture that prizes authenticity and self-discovery, young people can feel pressure to construct a convincing identity: be successful, attractive, talented, liked or constantly improving. These things may be good parts of life, but they are not reliable foundations for a person’s worth. Achievements can fade, friendships can change and approval can disappear.

The faith lens of this session is not that interests, culture, family or abilities are unimportant. They are real parts of who we are. Rather, they cannot carry the weight of our ultimate worth, security and hope. Scripture points students towards their Creator and the grace offered in Jesus. A helpful distinction is between what we do and what gives us value.

Teach sensitively

Students may have complex family situations, beliefs or experiences. Invite reflection rather than requiring personal disclosure. Students may keep private writing private, and they should not be pressured to share faith statements as their own.

Slide by slide



START THE CONVERSATION · SLIDES 1–2 · 4 MIN · WORKBOOK · PAGE 3

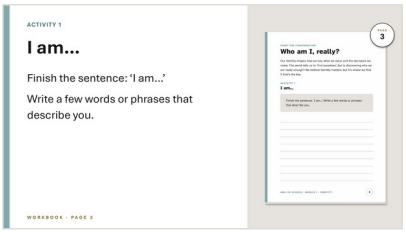
Welcome and introduce identity

Say ‘Today we’re exploring identity: who we are, what shapes us and where we find our worth. Identity affects our choices, values and relationships.’

Ask ‘What are some things people your age build their identity around?’

Listen for Friendships, family, culture, beliefs, sport, appearance, academic results, social media, personality and interests.

Workbook Page 3 introduces ‘Who am I, really?’

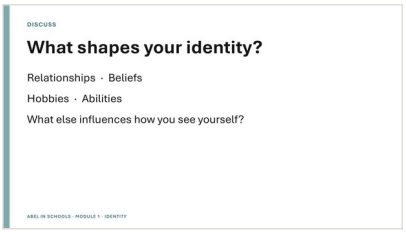


ACTIVITY 1 · SLIDE 3 · 3–4 MIN · WORKBOOK · PAGE 3

I am...

Direct Students complete ‘I am...’ on workbook page 3 using words or phrases that describe themselves.

Facilitator tip Encourage a mixture of roles, relationships, strengths, personality and interests. There are no model answers. Sharing is optional.

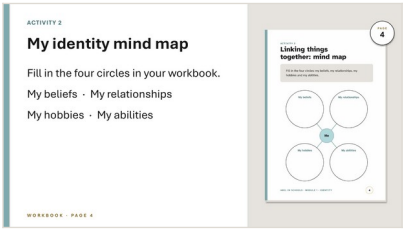


DISCUSS · SLIDE 4 · 3 MIN

What shapes your identity?

Discuss The slide names relationships, beliefs, hobbies and abilities. Ask what else influences how students see themselves.

Bridge ‘These are meaningful parts of our lives. But which of them might change?’



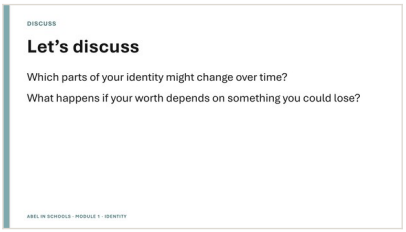
ACTIVITY 2 · SLIDE 5 · 7–8 MIN WORKBOOK · PAGE 4

My identity mind map

Direct Students fill in the four circles on workbook page 4: My beliefs, My relationships, My hobbies and My abilities.

Explain Beliefs are ideas or convictions that matter to you; relationships include family, friends and community; hobbies are things you enjoy; abilities include things you can do or are learning.

Optional extension Students can add extra words around the map for personality, values, culture or hopes. A magazine or scrapbook-style mind map also works if time and resources allow.



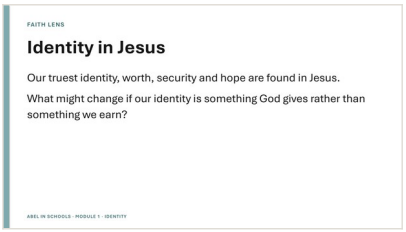
DISCUSS · SLIDE 6 · 5 MIN

Identity and what changes

Ask ‘Which parts of your identity might change over time?’ and ‘What happens if your worth depends on something you could lose?’

Draw out A change in marks, popularity, appearance, friendships or performance can shake confidence if it becomes the main measure of value.

Optional follow-ups ‘Where do people your age usually look for identity?’ ‘Which parts feel stable?’ ‘How does it feel when identity depends on something outside your control?’



FAITH LENS · SLIDES 7–8 · 8–10 MIN

Identity in Jesus

Introduce 'The Bible offers a different starting point: we are created by God, and our worth is not something we must continually earn.'

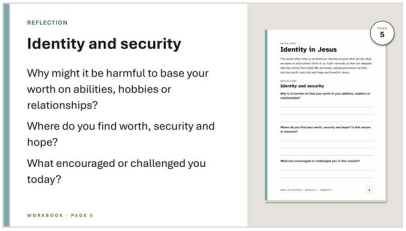
Read Ephesians 2:8–10 and 1 John 3:1 aloud. The slides contain summaries, not the full passages; the facilitator can read the text from a Bible.

Explain Ephesians 2:8–10 Grace is a gift, not a reward for impressive achievements. Verse 10 also describes people as God's workmanship, created for good works: good actions follow from grace rather than purchasing it.

Explain 1 John 3:1 The passage celebrates the Father's love and the identity of being called children of God. The emphasis is on love received, not status earned.

Ask 'What might change if identity is something God gives rather than something we earn?' 'Why might identity in Jesus feel more stable?' 'What does grace mean for the way you see yourself?'

Additional references Genesis 1:27 (human beings made in God's image); Genesis 9:6 (continuing dignity of human life); John 1:12 (becoming children of God through receiving Christ); 2 Corinthians 5:17 (new creation in Christ). Use only if helpful; they are not required readings.



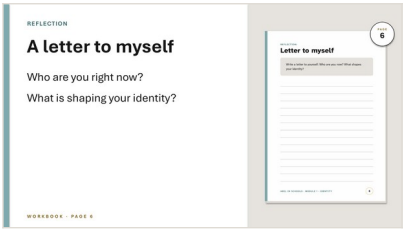
REFLECTION · SLIDE 9 · 5 MIN WORKBOOK · PAGE 5

Identity and security

Direct Students use the response space on workbook page 5. Allow quiet thinking before any discussion.

Questions Why might it be harmful to find your worth in abilities, hobbies or relationships? Where do you find worth, security and hope? Does that feel secure? What encouraged or challenged you today?

Facilitator tip These questions are personal. Students may write privately and share only what they choose.



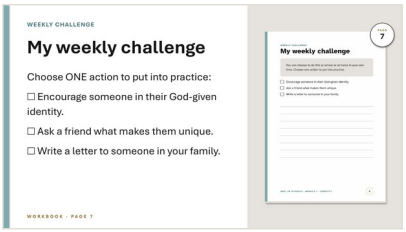
REFLECTION · SLIDE 10 · 7–8 MIN WORKBOOK · PAGE 6

A letter to myself

Direct Students write a letter to themselves on workbook page 6.

Prompts Who are you right now? What is shaping your identity?

Purpose Give students space to notice what feels secure or shaky and to put their learning into their own words. Do not collect or read letters aloud unless students willingly offer them.

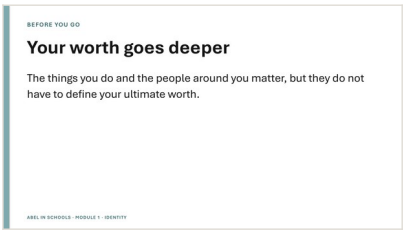


WEEKLY CHALLENGE · SLIDE 11 · 2–3 MIN WORKBOOK · PAGE 7

My weekly challenge

Direct On workbook page 7, students choose ONE action to try at school or home: encourage someone in their God-given identity; ask a friend what makes them unique; or write a letter to someone in their family.

Follow-up Invite students to consider when they will do it. At the start of the next session, ask whether anyone wants to share what happened.



BEFORE YOU GO · SLIDE 12 · 2 MIN

Your worth goes deeper

Close with ‘The things you do and the people around you matter, but they do not have to define your ultimate worth.’

Additional discussion and optional activities

If you have more time, select questions that fit the group: What makes identity hard to figure out at your age? What do you wish felt more steady in your life? How might living for God rather than other people’s opinions change your choices? What would it mean to live from an identity rather than strive to earn one?

Optional whole-class activities

- Silent Gallery: Place three posters around the room: ‘Who the world says I am’, ‘Who I fear I am’ and ‘Who I am called to be’. Students add anonymous sticky notes. Discuss themes without identifying anyone.

What success looks like

- Students can identify at least one source of identity that may change.
- Students can explain the difference between achievement-based worth and the Christian account of grace and God-given identity.
- Students complete or meaningfully engage with their mind map and written reflection.
- Students choose one practical action.

Facilitator note

Look for thoughtful engagement rather than a particular personal disclosure or profession of faith. The goal is to help students understand the teaching, reflect honestly and respond thoughtfully.