

IDENTITY



*The Breath of God
on the next generation.*

IDENTITY CONTENT INTRODUCTION

Expressive individualism is an idea that prioritises authenticity, self-expression, self-discovery, and independence. It is easily seen in common tag-lines such as:

- You be you.
- Be true to yourself.
- Follow your heart.
- Find yourself.
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How then, in a culture in the Age of Authenticity, where people are taught to prioritise their 'self', to live authentic and whole lives, should we understand who we are in the first place?

When we look inwards for our identity, we may tie our worth based on things that we do or things that we are. We might tie our identity to our achievements, to our appearance, or to others approval of us.

Building identity on those things can be stressful, like you need to strive to live up to your own identity, to be smart or successful or beautiful. So where can we find an identity which is solid?

FACILITATOR NOTES

Overview

- *Noddy's Intro Video*. Play from [Resource Hub | Abel Movement](#)
- *Facilitator Intro*. Your own Intro to encourage the group.
- *Activity*. Print out mind map or the students can draw their own.
- *Stories*. Your own stories or Play from [Resource Hub | Abel Movement](#)
- *Discussion*. Use questions that we have included or let the students lead.
- *Reflection*. Use reflection prompts that we have included or let the students lead.

This session explores the big topic of identity, moving through an initial consideration of what identity is to begin with, before asking the obvious question – what is *your* identity?

Ask your class who they are, what are the most important things about themselves. Be prepared to give an example by sharing an “about me” presentation. The idea of this is to really prompt them about what matters to them, where they place the most *value* in who they are as a person.

Activity

Create a list or mind map describing yourself. Consider all the different parts of yourself; your relationships, your hobbies and interests, your skills, etc.

You might like to do this digitally and let them make a document which can then be printed and displayed, or you could use newspaper and create a scrapbook style poster. The idea behind this activity is to start the class off with a fun, social activity to think about all the different facets of their personality; their family, religion, culture, hobbies, interests, abilities, hopes, goals, etc.

Stories

As the session continues, you will be able to move into a deeper discussion about **what makes a stable identity**. We do this by sharing our own stories through our video content. You can use our stories or have your own students share their stories (if appropriate). You can follow our lead and share your own stories. Think, has there been any times in your life where your identity has been shaken? We would recommend creating a space where students can share with small groups about what stood out to them about the videos. Ultimately, the point to make is that an identity in Jesus is truly unshakeable, as only He is unchangeable (Hebrews 13:8) and fully trustworthy as he shows the infinite depth of His love on the cross.

Below are some discussion questions, to be done in small groups or as a class. We have provided a few ideas of answers if you find that helpful, but if conversations arise then we would encourage you to follow that.

Discussion

Why is finding an identity in Jesus more stable than looking for identity elsewhere?

- Jesus doesn't change, but we do.
- We don't have to make ourselves "good enough" for God, but rather He gives us His own righteousness by grace (Ephesians 2).

What does it mean to be given an identity?

- It is not something that we earn or create ourselves. It is a gift, so we can only accept it, and there is no need for stressing.

What does the bible say about who we are in Christ?

- Spend time researching and create a list of our 'given' identities
- Let the students have a go in bibles or on Google, creating a class list. This allows students to gain confidence referencing the bible, as well as having an independence in their learning.
- For example, you could read through Ephesians 1:3-14 and create a list of things of blessings in Christ and what that means for our identities.

Reflection

Spend time journaling your thoughts from this session.

Here are some questions for you to consider as you spend time reflecting

- What has stood out to you this session?
- What are your top three favourite things about yourself? Why?
- Was there anything in these testimonials that resonates with you?
- What do you place your identity in? Does this feel secure?

Finishing the session

To conclude, ask students to summarise what they have learnt. Send them out with a task, or "assignment" for the next week, so that they can apply what they have learnt in this session.

Some examples are:

- Encourage somebody you know in their God-given identity
- Ask a friend about what makes them them
- Write a letter to somebody in your family, telling them what you love about them
- Spend more time reflecting about what makes you an important person

Feel free to give these as examples, before coming up with their own assignment as a class. Let students make a plan as to how they will achieve this and make sure that they are ready to discuss how it went in the next session.

Pray for your class as they go out into the world.

IDENTITY

Student Sheet

Activity

Create a list or mind map describing yourself. Consider all the different parts of yourself; your relationships, your hobbies and interests, your skills, and many more!

Discussion

- Why is finding an identity in Jesus more stable than looking for identity elsewhere?
- What does it mean to be given an identity?
- What does the bible say about who we are in Christ? Spend time researching and create a list of our 'given' identities

Notes

Reflection

Spend time journalling your thoughts from this session.

What has stood out to you this session?

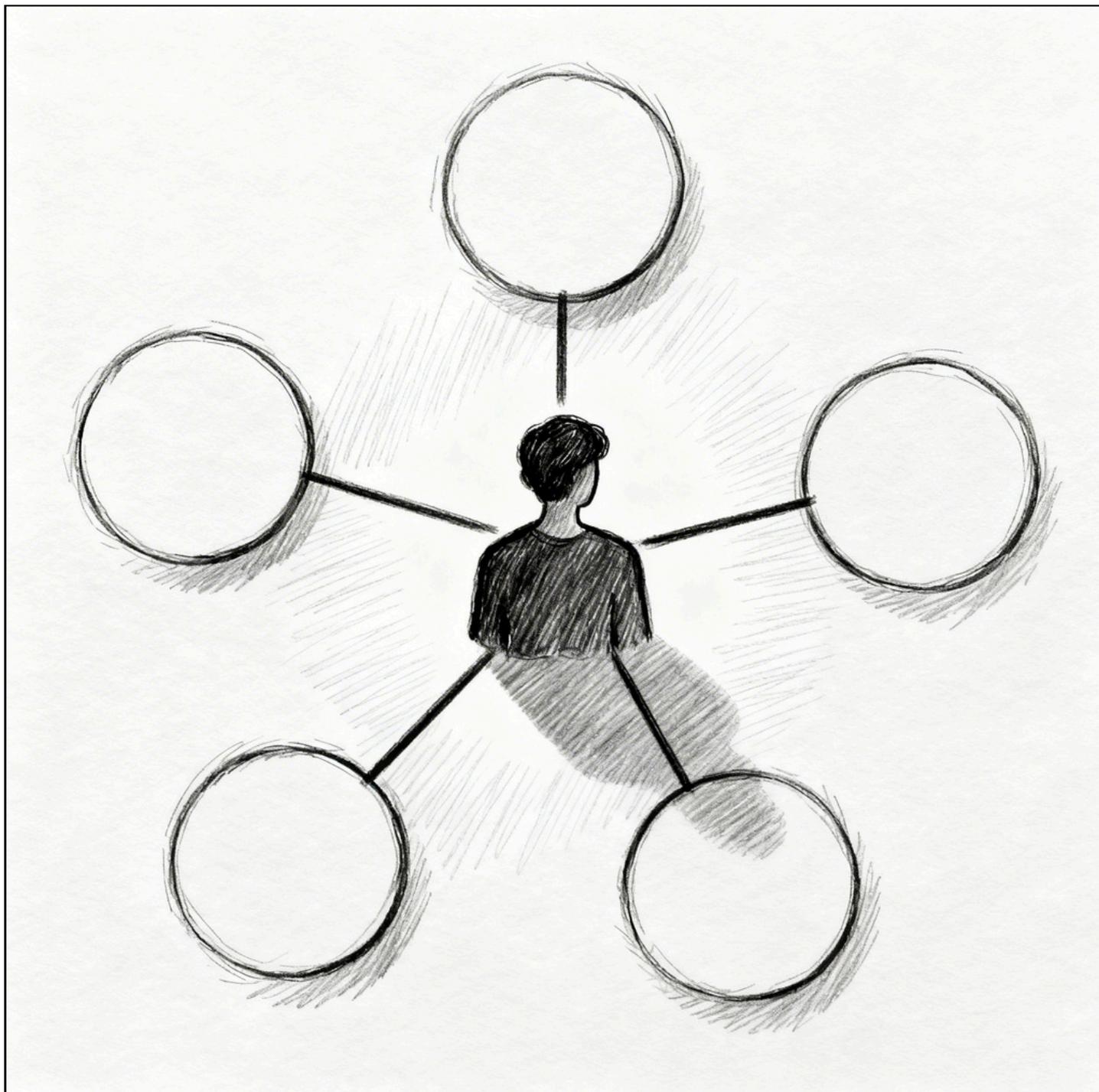
What are your top three favourite things about yourself? Why?

Was there anything in these testimonials that resonates with you?

What do you place your identity in? Does this feel secure?

MIND MAP

Values. Relationships. Hobbies and interests. Skills and passions. Personality traits



Positive Personality Traits - Kind, honest, loyal, helpful, creative, compassionate, patient, generous, courageous, reliable, responsible, friendly, encouraging, empathetic, thoughtful, hardworking, caring, fair, humble, gentle, grateful, joyful, determined, forgiving, supportive, faithful. **Neutral/Descriptive** - Quiet, talkative, curious, reserved, outgoing, independent, serious, easy-going, organized, spontaneous, confident, shy, analytical, adventurous, laid-back, detail-oriented, ambitious, calm, lively, practical, dreamy, competitive, observant, assertive, adaptable. **Reflective/Growth-Orientated** - Sensitive, perfectionistic, impatient, overthinking, timid, people-pleasing, stubborn, cautious, critical, emotional, hesitant, restless, doubtful, self-conscious.

Skills - Things you do well because you have practiced and learned them. **Passions** - Things you care deeply about. **Hobbies** - Activities you choose to do in your free time for relaxation. **Interests** - Topics or activities you are curious about or enjoy learning about.

Values - The beliefs and principles that guide how you live and how you treat others. Eg: honesty, kindness, loyalty, fairness, faith, courage, respect.

Optional Interactive Activities

Whole Class

The "Silent Gallery"

Setup: Place three large sheets of paper around the room.

- Who the world says I am
- Who I fear I am
- Who I am called to be

Action: Silently, students write one or two words anonymously on each sticky note. Collect all notes and place them on the matching posters.

Reflect: Lead a discussion on the patterns you see on the paper. This allows you to address the collective weight of the room without singling anyone out. Notice repeated words, themes, and contrasts.

The "Identity Filter"

Setup: Give each student sunglasses or a small piece of coloured cellophane.

Action: Students look around with their "filter" and describe what they see and what changes. Briefly demonstrate how a filter alters colour, clarity, or tone.

Reflect: Discuss how experiences, media, and culture act as filters on identity. Ask which filters their generation struggles with the most. Explore what helps them see themselves more clearly and truthfully.