

# More Than a Name

**Module: IDENTIFIED WITH**

**Lesson 1: INTRODUCTION**

## **Objectives:**

- Students will examine some of the ways in which we wrongly identify ourselves
- Students will realize that our relationship with God should be our identifying mark

## **Materials Needed**

- Paper and markers

## **Minds On**

To start, have the youth sit in a circle and randomly pick someone to start. The person must state their name and something they like that starts with the same letter as their name, 'I'm Henry and I like Hockey'. Next person would then say 'This is Henry and he likes Hockey, I am Stephanie and I like Skating'. Go around the circle with the next person repeating all that was said before and adding their own at the end. Last person will have to repeat everyone plus their own.

Students do not have to use something that begins with the same letter as their name, but it adds a fun twist and challenge to the game.

*Say something like: The point of this game was to help us get to know each other a bit better by learning about each other's interests. While some of the things that were shared are very important to us, they do not define us. We are more than the things that we do or like. Identity is about who we are as people...not about what we do, or have done in the past.*

## **Action**

On three different pieces of paper, write down the names, Moses, David, and Peter. Have the students share what they know about them by having them list the things for which they are best remembered.

While this may be an easy task for some students, if you feel that your group does not know a lot about these three lead them to look at some specific chapters for more information. Have them look up Exodus 7 and 14 for Moses, 1 Samuel 17 and 24 for David, and Acts 3-4 for Peter and have them list what they have accomplished. You may want to divide your students into groups and assign each group one of these individuals, perhaps having more than one group looking at each person.

Some of the students might want to know the rest of the story for these men, especially for Moses and David as a large portion is skipped. You could either sum it up, or challenge them to

look it up on their own. This may be a good way to spark more interest in the biblical text. This line of study could also be followed in a different context with your students, perhaps in Sunday School or small groups prior to this lesson.

If you haven't done so already, divide the students into groups, Have each group look up Exodus 2:11-15, 2 Sam 11, and Matthew 26:69-75. Ask the groups to identify what they see as the "significant moment." Once all the groups have finished, have them share their thoughts.

*Say something like: These three men are seen as heroes of our faith and yet they all could have easily been identified with what happened in their past. Instead they were identified by their relationship with God.*

## **Consolidate/Debrief**

*Say something like: Over the next few weeks we will look at different ways we can wrongly identify ourselves. Let's take a few moments as a group and think about what some of those things may be.*

Depending on your numbers, you can discuss this as a large group, back in your small groups or as pairs. Let these groupings also lead into closing prayer.