

# Introduction: More Than a Name

Welcome to our newest CBOQ curriculum resource for youth: **More Than a Name**. The modules offered in this package stream from our vision of strengthening youth ministry in healthy local churches as they pursue their mandate to develop young people who are:

- Clear in their identity as a child of God
- Connected in community
- Cultivating intimacy with Jesus
- Christ-like in their character
- Contagious & active in their faith

This year we are focusing on helping students to become clear in their identity as a child of God, by helping them to see that they are much **more than a name**. While we are known by our names, who really we are goes far beyond that or what you can see on the outside or the things that we like or do. Identity, true identity, is found much deeper, at the core of the individual. Understanding who we are, and who we were meant to be, is essential for us to be able to live the life that God intends for us, especially given that we live in a world that has very different ideas.

The lessons that are found in this curriculum are meant to push students towards exploring how they perceive themselves, what they value, and what they have allowed to define them. They will be challenged to evaluate their decisions to determine how they line up with God's values. Students will also be encouraged to think truthfully about their past, as well as their desired future, in order to come to terms with who they are right now. The hope is that they will also develop a better understanding and appreciate for one another, given that part of understanding our identity in Christ is realizing that we were created to live in community, serving God together.

**NOTE:** Given the nature of the topics at hand, you may journey through some very sensitive and complicated areas with your students. We would encourage you to familiarize yourself with your church's policies in terms of counselling students and how to respond if and when certain

pieces of information are revealed along the way. The goal is not to shy away from these conversations, but to handle them with complete integrity in a God-honouring way.

## **Folder Format**

As in the past, the curriculum is packaged in a format that we hope will be user-friendly. It should allow youth leaders to reference the material within quickly and also allow for sharing between others.

At the beginning of the folder you will find this introductory guide. Following that are the six modules that comprise this curriculum. Everything required for the module is located within the module folder including lesson plans and handouts.

This package also contains a CD-Rom that holds all of the material (lessons, handouts etc.) that you find here. The CD is simple to use, easy to navigate and should allow for easy access.

The packages can be downloaded in individual modules as compressed files containing all the lessons in Adobe pdf format (the reader can be downloaded for free at [www.adobe.com](http://www.adobe.com)). This, along with all the previous curricula, are available at [www.cboqyouth.ca](http://www.cboqyouth.ca).

## **Modules**

Included in **More Than a Name** are 6 different modules that have been designed with a ten-month youth ministry calendar in mind. While there are not enough lessons to fill every week of the ministry year, this has been done intentionally to allow room for you to insert your own ideas into the instruction. In particular, you may use your own local ministries and projects or yearly events like Christmas and Easter to 'flesh out' this curriculum in rather unique ways.

Because **More Than a Name** is formatted as modules, you can choose which modules can be most effective for your youth ministry. While there will be a suggested order, they do not necessarily have to follow one another in this way. With that said, there are modules that support each other and might be of more benefit if done in the order provided, for example:

Module 1, **Who Are You?**, is an introductory series that begins the conversation by touching on some of the themes that are explored in greater depth elsewhere. This may provide a good assessment of your group's needs and particular issues so you can be prepared when they are revisited later.

Module 6, **What Now?**, was design to bring the conversation to a point of conclusion and provide the students with some practical and tangible steps forward in light of all that has been covered throughout the year.

There are some other topics or concepts that may repeat throughout the curriculum. This provides an opportunity for students to grow and develop in this areas over the course of the year and also allow you as the leader to focus in on some areas, such as doubt, that are of particular concern for Christ followers of any age.

## **Lesson Structure**

On the first page of each lesson, you'll notice the module name and lesson number/name. Following this are Objectives for the lesson. The lesson objectives let you know up front what the point or goal of the lesson is. It tells you what you should hope to achieve in the lesson. Lesson goals are written in student-centred language, reflecting our philosophy of student-centred teaching. Lessons should be taught with the learner, or success of the learner in mind.

The Materials Needed list will help you be prepared in advance. All required materials, including photocopies, objects, and media clips are listed. Preparing a lesson requires that you be aware of this list and think ahead to ensure that you have what is needed for each lesson.

Items such as pens and pencils are typically assumed and therefore not always listed separately. If a media clip is suggested, it is assumed that the requirements to show the clip are also required.

In some instances you will find the term “Board and Markers” or something similar listed in the Materials Needed. This is a general term that could mean a) a chalk board and chalk, b) a white board and markers, c) an overhead projector, blank overheads and overhead pens, d) chart paper and markers, or e) anything else that works for you in the space that you use.

## **Lesson Format: The Three-Part Lesson Plan**

Each of the lessons in this package follows the three-part lesson plan. Educational research tells us that this approach to teaching ensures a well-rounded learning experience that will better enable students to really link new understanding to already-existing ideas in their schema. The three-part lesson follows this structure: Minds On, Action, Consolidate/Debrief. Each part of the lesson can be modified to fit with specific time requirements as instructors see fit, although it is important to ensure that all three sections of the lesson plan are included. Instructors are often quick to cut the Consolidate portion of a lesson when time is lacking. Before doing this, please consider that current research confirms it is extremely important for youth to have an opportunity to consolidate learning and debrief with peers and/or adults as part of the learning process.

### **Minds On**

This section acts as a type of “warm-up” or introduction to the lesson. It features something to engage the group and get them thinking about the lesson topic.

### **Action**

This portion of the lesson is typically the longest part and contains the 'meat' or chief goals of the lesson. This is the section of the lesson where students may be working on constructing a concept or idea, often by working through a “problem” of sorts. Students are often occupied with active work that promotes understanding of the topic.

## **Consolidate/Debrief**

This is the lesson summary, and provides an opportunity for students to consolidate their learning and clarify their understanding. It typically requires learners to participate in some type of independent or shared reflective activity to link new ideas to already-existing “files” of a similar nature in their brains. Often this section ends with ideas being brought together in a group prayer of sorts. Sometimes students are encouraged to pray or reflect individually on the topic explored in the preceding lesson.

## **Media Use**

Please note that presenting a video in public (e.g. in a church) does require a license (similar to a CCLI license for music). You can obtain a license that will cover most distributors such as Universal, Disney and 20th Century Fox, on [www.acf-film.com](http://www.acf-film.com) or [www.criterionpic.com](http://www.criterionpic.com).

We suggest that you preview the movie clips suggested in each specific case. This will help you determine whether the clips are suitable for your group. Occasionally, Youtube or similar online resources may be referenced. Most of those resources are public domain, however, we encourage you to preview these to ensure the links are still active and appropriate.

## **Tips on Teaching the Lessons**

It is important for instructors to be prepared before the lesson begins. Be sure to arrive early and ready your materials required for the upcoming lesson. You will need to make sure that you have enough Bibles, pencils, pens, and other individual materials. You may also wish to review the lesson notes before the students arrive.

Many of the modules in this package make use of group work. Group work can be a very effective way for students to learn. In particular, it promotes a friendly and safe environment for

all. Research tells us that group work is best when it is cooperative, or when the students have specified roles in the group. For example, students can take on the role of reporter, recorder, encourager, timer, etc. This ensures that all participate in the work and share responsibility. Try to be creative in how groups are chosen. There are times when you will want students to choose their own groups. At other times you will want more control over group choice.

The philosophy of those who wrote and edited **More Than a Name** is student-centred learning. Following the work of recent educational research, we believe that students learn best when they are actively engaged in activities of learning, as opposed to sitting and listening to a lecture. In part this relates to the fact that we all have different pre-dominant learning styles (e.g. auditory, visual, kinaesthetic) and are smart in different ways (e.g. multiple intelligences). It also relates to the fact that students are more engaged in learning when they have an opportunity to construct the knowledge for themselves through a hands-on approach.

## The Writing Team

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