

More Than a Name

Module: WHO ARE YOU?

Lesson 1: IDENTITY – A PRIMER

Objectives:

- Students will be able to articulate the meaning of identity
- Students will understand that they are more than a name or a number
- Students will develop a basic understanding of the factors that influence identity

Materials Needed

- ☐ Video clip from “Bourne Identity” (cued to 7:00-7:28)
- ☐ Copies of “Bible Names” handout
- ☐ Prepared family tree
- ☐ Paper for students to begin their own family trees

Minds On

To begin this lesson, play a game of “Wink Out.” Have your group form a circle. Choose one person to be the detective and have them leave the room. The remaining members of the group will then appoint one person who will be “it.” Once this decision is made, have the detective rejoin the group.

The game unfolds with the person who is “it” winking at other members of the group. When a group member is winked at, they are to sit down. To add another layer of fun, have them dramatically act out their death. The detective’s job is to identify the person who is “it.” Once they do this, you can repeat the process as often as you see fit! Take at least 10-15 minutes to play this game!

Action

Say something like: It can be difficult to identify an individual in a game like Wink Out. But, there are ways of figuring out who it is by carefully observing the things going on in the group. How much more difficult is it to identify who you are? Through our next four lessons we are going to seek an answer to the question “who am I?” What are the things that give you your identity? In particular, we are going to look at the things that give us our identity, things that take our true identity away from us and how we find our own identities.

Show the video clip from the Bourne Identity.

Have your students break into pairs and spend 2 minutes answering the question “What would it be like if you woke up and couldn’t remember who you were?”

Keeping your students in pairs, have them then consider the questions:

“Where does your identity come from? How do you know who you are?”

Give them 5 minutes for this question. Make sure both partners get a chance to share.

Once the pairs have had time to share, have them come back together as a large group and share their thoughts on where their identity comes from.

***Say something like:** It is sometimes difficult to figure out who we truly are. It often feels like we are being reduced to nothing more than a nameless, faceless person who is nothing more than a number. Throughout this series we will be looking at identity and rediscovering who we are. In the last 9 years Facebook has become the largest social network in the world. In your opinion what has driven Facebook's rise in popularity?*

Guide the conversation to help the students realize that a large part of Facebook's popularity is driven by a person's need to have an identity. Facebook gives people the opportunity to have an identity. It gives a sense of self-importance.

***Say something like:** At the most basic level, our identities begin with our names. Traditionally people were named for a specific reason. Many last names came from the profession a person engaged in. For example, Cooper, Baker, and Smith are all last names based on professions. We are going to spend a few minutes looking at some names that were given to people in the Bible.*

As a large group, take a few minutes to go through the "Bible Names" Handout.

Once they are done the handout, have your students spend a few minutes sharing the meaning of their own names with the rest of the group. If they do not know the meaning of their names, encourage them to look them up during the coming week. There are several on-line name dictionaries that can help with this process.

Consolidate/Debrief

Say something like: Who we are can be a very complicated thing to figure out. Several factors can affect our identities. In the next lesson we are going to spend time looking at a few of these influences. One of the major influences on our identity is our family background.

To prepare for the next lesson, explain to your students that you would like them to spend some time building a family tree. This tree is to cover their immediate family only (up to their grandparents). It is important that their tree list the ethnicity of their family members as this is a significant influence on our identities.

Have them bring their family trees to your next meeting. Ask for some volunteers who would be willing to share their trees with the group.

Close your time in prayer. Ask for prayer requests and if any students are willing to pray.

Bible Names

Name	Reference	Meaning
Adam	Genesis 2:20	Man, red
Eve	Genesis 3:20	Life, living
Jacob	Genesis 25:26	That undermines the heel
Israel	Genesis 32:28	Who prevails with God
Moses	Exodus 2:10	Drawn up
Peter	Matthew 16:18	Rock
Jesus	Luke 1:31	Saviour, deliverer