

Your True Identity: Discovering Who You Are in Christ

Curriculum Unit

1. Purpose, Objective, and Grade Level of the Unit

“Young people are looking for something capable of turning their lives inside out...

and most of the time, we have offered them pizza.”

— Kenda Creasy Dean & Ron Foster (2023)

Introduction of the Unit

The issues covered in this course constantly remind me of Ronald Byars’s interpretation of Deuteronomy. Byars (2006) believes we live in a culture that is both very secular and extravagantly religious, and each is potentially a threat to biblical faith. In our era, as in every other, to form a biblical consciousness requires deliberate and intentional effort, often working against the grain of the dominant culture. In my personal view from Christian perspective, issues such as race, gender, inclusion, and LGBTQIA first emerge in society and then spread into education, largely because we have abandoned the absolute truth from God. When the absolute truth of God’s Word that He created only male and female is abandoned, issues of gender and LGBTQIA emerge. When the absolute truth of Scripture that we are made in the image of God and are commanded to love each other is disregarded, issues of race and inclusion arise. As Schaeffer (1976) sharply pointed out that “Here is a simple but profound rule: if there are no absolutes by which to judge society, then society is absolute. Society is left with one man or an elite filling the vacuum left by the loss of the Christian consensus which originally gave us form and freedom in northern Europe and in the West.”

Children and teens today are facing tremendous pressure from their peers and relativistic culture to find their real identity. As a Christian educator and children’s minister, I believe one of the solutions for these issues mentioned above is to help youth know their identity in God’s kingdom, discovering who they are in Christ.

Purpose of the Unit

This unit is created to help students discover and embrace their true identity in Christ based on 1 Peter 2:9–10. In a world that wants to confuse children about who they are, it has never been more important to reaffirm who God says they are and who He has made them to be. The teaching and learning are based on a guided, inquiry-based method using the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate). Through scripture memorization, inquiry, reflection, and creative activities, students will understand five key aspects (“fingerprints”) of their Christian identity and apply these truths in daily life.

Grade Level of the Unit

This curriculum unit is particularly designed for upper elementary students from grade 4-6 as they are entering youth soon. It can be used in a Christian school context or transition program from children’s ministry to youth ministry in church.

Objectives of the Unit

By the end of this unit, students will be able to:

- (1) Explore and embrace their identity in Christ through the lens of 1 Peter 2:9–10
- (2) Use a variety of methods (e.g., songs, hand motions, creative visuals) to memorize 1 Peter 2:9–10.
- (3) Identify and explain the five “fingerprints” of their identity in Christ based on 1 Peter 2:9–10:
 - You are CHOSEN
 - You are a ROYAL PRIESTHOOD
 - You are HOLY
 - You BELONG to GOD

- You have received MERCY

(4) Evaluate sources of identity through the lens of Scripture.

(5) Apply biblical truths about identity in Christ to daily life, including school, family, and friendships.

(6) Communicate their understanding of biblical identity through a personal testimony, creative project, or group discussion, showing how it shapes their attitudes and actions.

2. Lessons of the Unit

But you are a chosen people, a royal priesthood, a holy nation, God's special possession, that you may declare the praises of him who called you out of darkness into his wonderful light. Once you were not a people, but now you are the people of God; once you had not received mercy, but now you have received mercy. 1 Peter 2:9-10 (NIV)

Lesson 1: Who Am I?

Lesson 2: You are CHOSEN

Lesson 3: You are a ROYAL PRIESTHOOD

Lesson 4: You are HOLY

Lesson 5: You BELONG to GOD

Lesson Plan 1: Who Am I?

Your True Identity: Discovering Who You Are in Christ (1)

Lesson: Who Am I?	Grade Level: Grade 4-6	Time: 40 minutes
Lesson Objectives Student will <ul style="list-style-type: none"> • Evaluate sources of identity through the lens of Scripture. • Use a variety of methods (e.g., songs, hand motions, creative visuals) to memorize 1 Peter 2:9–10 • Identify the five “fingerprints” of their identity in Christ 		
Materials and Resources <ul style="list-style-type: none"> • Bible • 1 Peter 2:9–10 bible verse printed • Poster paper • markers and pencils • sticky notes • songs before class: 		
Essential Questions <ul style="list-style-type: none"> • What are some sources of identity? • What does the Bible say about my identity? • Which five fingerprints of our identity in Christ can we find in 1 Peter 2:9–10? • Why should I trust God’s definition of me over others’ opinions? 		
Lesson Procedures and Activities		Time
Engage: 1. Ask students to write three words others have used to describe them (positive or negative) on sticky notes. Encourage sharing if comfortable. 2. According to what you write, think what are some sources of identity? (Assist and inspire thinking if necessary. E.g. objects/possessions, interests, family, friends, works, hobbies, practices, habits, ethnicity, appearance, beliefs, values, choices...)		7 minutes
Explore: 1. Brainstorm in small groups about what does the Bible say about our identity. 2. In pairs, have students read 1 Peter 2:9–10 and underline or highlight words that describe identity. Which five fingerprints of our identity in Christ can we find in 1 Peter 2:9–10?		5 minutes

<p>Explain:</p> <ol style="list-style-type: none"> 1. Invite volunteers share their findings with the class, teacher records identity words on the board. 2. Why should I trust God’s definition of me over others’ opinions? 3. Discuss the importance of God’s definition over cultural or peer opinions. 	5 minutes
<p>Elaborate:</p> <ol style="list-style-type: none"> 1. Introduce the “five fingerprints” of Christian identity (Chosen, Royal Priesthood, Holy, Belong to God, Received Mercy). 2. What does royal priesthood mean? What do priest do in Old Testament? what does it mean in new testament? Why are we called priesthood? 	8 minutes
<p>Evaluate:</p> <ol style="list-style-type: none"> 1. Ask children to choose one of the groups to memorize the bible verse. (song, poster, motion, draw...). 2. Students write a one-sentence “Who I am in Christ” statement as an exit ticket. 	15 minutes
<p>Differentiation</p> <ul style="list-style-type: none"> • Students can choose different ways to demonstrate the bible verse according to their abilities and interests. 	
<p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessment: Display of Bible verse 1 Peter 2:9-10; Observe and assess students' understanding through their participation of answering questions. • Summative Assessment: Review students completed exit card to evaluate their understanding and takeaway. 	

Lesson Plan 2: You are CHOSEN

Your True Identity: Discovering Who You Are in Christ (2)

Lesson: You are CHOSEN	Grade Level: Grade 4-6	Time: 40 minutes
Lesson Objectives Student will <ul style="list-style-type: none"> • Identify Identity Theft • Understand and explain what it means to be chosen by God. • Keep on memorizing 1 Peter 2:9–10 and present their group work on lesson 1 • Apply the truth 'I am chosen' to their attitudes and actions. 		
Materials and Resources <ul style="list-style-type: none"> • Bible • Bible verse display each group made from last lesson • Sticky notes/Small whiteboard • Printed Scenario 		
Essential Questions <ul style="list-style-type: none"> • What does “chosen” mean in everyday life? • What does the Bible mean when it says we are “chosen”? • How is God’s choice different from human choices? • What are some Identity Thefts that try to steal our identity in Christ? • How should being “chosen” to affect the way I live? 		
Lesson Procedures and Activities		Time
Engage: <ol style="list-style-type: none"> 1. Let each group present their bible verse display yesterday. It’s also a way to review and foster what they learned from last lesson. 2. Game and Question: <ul style="list-style-type: none"> • Call students one by one to join your 'team' for a short, playful task; leave some students 'untagged'. • After the game, ask: How did it feel to be chosen? How did it feel if you were not chosen? 3. What does “chosen” mean in everyday life? Write students’ answer board. 		10 minutes

<p>Explore:</p> <p>1. Read: Ephesians 1:4 and John 15:16 and 1 Peter 2:9 and what does the Bible say about “chosen”? Write students’ answer on board to compare?</p> <p>Ephesians 1:4 (NIV) “For he chose us in him before the creation of the world to be holy and blameless in his sight.”</p> <p>John 15:16 (NIV) “You did not choose me, but I chose you and appointed you so that you might go and bear fruit—fruit that will last—and so that whatever you ask in my name the Father will give you.”</p> <p>1 Peter 2:9 (NIV) "But you are a chosen people, a royal priesthood, a holy nation, God’s special possession, that you may declare the praises of him who called you out of darkness into his wonderful light."</p>	5 minutes
<p>Explain:</p> <p>1. Summarize</p> <ul style="list-style-type: none"> • God's choosing is intentional and rooted in love, not performance. • Human choosing is often based on popularity, performance, or appearance. • Key idea to emphasize: Being chosen by God gives identity and purpose. <p>2. Teacher explains the biblical meaning of “chosen”:</p> <ul style="list-style-type: none"> • In the Old Testament, God chose Israel for His special purposes. • In Christ, God chooses everyone who believes to be part of His family. 	5 minutes
<p>Elaborate:</p> <p>1. The Bible tells us we are God’s people. However, there are many “Identity Thefts” in the world trying to steal our identity in Christ. What do you think they might be?</p> <p>2. Each group will get one scenario. Discuss which kind of identity theft below it represents and how you might respond using God’s truth. 5 Ways our Identity gets stolen: Opinions of Others, Hurt and Pain, Media and Culture, Thoughts in your mind, Lies</p> <p>Scenario 1: Lisa feels sad because some classmates say she isn’t smart enough to join the science club. She starts believing she isn’t good at anything.</p> <p>Scenario 2: John’s best friend stopped talking to him without explanation. John feels rejected and wonders if he is unlovable.</p> <p>Scenario 3: Emma watches TV shows and social media where only people with perfect looks are admired. She starts feeling unhappy with how she looks.</p>	10 minutes

<p>Scenario 4: David often thinks, “I will never be good enough,” even though his family and teachers encourage him. He feels trapped by his own negative thoughts.</p> <p>Scenario 5: Sarah hears from some people that God doesn’t really love her because of mistakes she made. She feels confused about what to believe.</p>	
<p>Evaluate:</p> <ol style="list-style-type: none"> 1. How should being “chosen” to affect the way I live? 2. Exit Ticket: Each student completes the sentence: <ul style="list-style-type: none"> • “<i>I am chosen, so I will...</i>” (e.g., “I will be kind to those left out,” “I will thank God every day.”) 3. Collect and review to assess understanding. Optional: Invite volunteers to share their sentence aloud. 	5 minutes
<p>Differentiation</p> <ul style="list-style-type: none"> • Students can choose different ways to demonstrate the bible verse according to their ability and interests. 	
<p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessment: Observe group discussions about choosing identity theft; Presentation of bible verse. • Summative Assessment: Accuracy of choosing the right identity theft; Review students completed exit card to evaluate their understanding and takeaway. 	

Lesson Plan 3: You are a ROYAL PRIESTHOOD

Your True Identity: Discovering Who You Are in Christ (3)

Lesson: You are a ROYAL PRIESTHOOD	Grade Level: Grade 4-6	Time: 40 minutes
Lesson Objectives Student will <ul style="list-style-type: none"> • Understand what it means to be a royal priesthood according to the Bible. • Identify roles and responsibilities of priests in the Old Testament and apply them to their identity in Christ. • Explain how they can live out their identity as priests today to serve others. • Continue memorizing 1 Peter 2:9–10 		
Materials and Resources <ul style="list-style-type: none"> • Bible • Video The Royal Priesthood: https://www.youtube.com/watch?v=Tw-bBfBDpE0&t=11s <ul style="list-style-type: none"> • Printed discussion questions • Prayer cards, pencils 		
Essential Questions <ul style="list-style-type: none"> • What is a priest? What did priests do in the Old Testament? • What does it mean that we are a royal priesthood today? • How does being a priest change the way I live and serve others? 		
Lesson Procedures and Activities		Time
Engage: 1. Ask students: “What is a priest? What jobs or duties do you think priests have?” 2. Show images of Old Testament priests serving in the temple to summarize the duties of priests. (e.g., pray, teach, serve, offer sacrifices) Ask: “What makes a priest special or royal?” Introduce the idea of “royal priesthood” from 1 Peter 2:9.		5 minutes
Explore: 1. Explore The Royal Priesthood Watch the video “The Royal Priesthood” to discuss the following questions in groups. 2. Give each group one of the printed question before the video and discuss after the watching the video: <ul style="list-style-type: none"> • What does the apostle Peter mean when he says believers are a “royal priesthood”? 		12 minutes

<ul style="list-style-type: none"> • How does Paul describe the life of Christians in Rome in terms of priesthood? • How does the Bible’s overall story relate to the idea of a royal priesthood? • Although the followers of Jesus were ordinary people with regular jobs, how did they behave and see themselves? 	
<p>Explain:</p> <p>1. Teacher gives comment after each group summarize the discussion. Explain if needed. Possible answers and main ideas as below:</p> <ul style="list-style-type: none"> • What does the apostle Peter mean when he says believers are a “royal priesthood”? It means all believers are God’s people chosen to serve Him, representing Him and carrying out priestly roles like worship, prayer, and serving others. • How does Paul describe the life of Christians in Rome in terms of priesthood? He calls on them to offer their bodies as one single living sacrifice, imitating Jesus’ sacrificial love as part of their royal priesthood. • How does the Bible’s overall story relate to the idea of a royal priesthood? The Bible tells the story of humanity’s lost priestly calling, God raising a priest king in Jesus to restore that calling, and the vision of God’s people serving forever as His royal priests. • How did ordinary people like fishermen, merchants, and tax collectors live out their priestly identity? Although not formal priests, they acted like priests by talking, behaving, and serving as representatives of Jesus—the royal priest ruling Heaven and Earth. 	5 minutes
<p>Elaborate:</p> <p>1. Activity 1: Role Play or Skit</p> <ul style="list-style-type: none"> • Students act out situations where they can live as priests today, e.g.: <ul style="list-style-type: none"> ○ Praying for a friend in need. ○ Standing up for what is right. ○ Sharing God’s love with a classmate. <p>2. Activity 2: Priest’s Prayer Journal</p> <ul style="list-style-type: none"> • Students write or draw how they will live as royal priests this week—what they will pray for or how they will serve others. 	10 minutes
<p>Evaluate:</p> <p>1. How does being a priest change the way I live and serve others?</p> <p>2. Exit Ticket: Each student completes the sentence:</p> <ul style="list-style-type: none"> • <i>“I am a royal priest, so I will...”</i> 	5 minutes
<p>Differentiation</p> <ul style="list-style-type: none"> • Visual learners: Use pictures or videos of priests and temples. • Kinesthetic learners: Role-playing activities and gestures during verse memorization. • Students with writing difficulty: Use drawing for Priest’s Prayer Journal 	
<p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessment: Observation of group discussions, role plays, and participation. • Summative Assessment: Review exit tickets and prayer journal to assess understanding and personal application. 	

Lesson Plan 4: You are HOLY

Your True Identity: Discovering Who You Are in Christ (4)

Lesson: You are Holy	Grade Level: Grade 4-6	Time: 40 minutes
Lesson Objectives Student will <ul style="list-style-type: none"> • Understand what it means to be a holy nation according to the Bible. • Describe practical ways to live as part of God’s “holy nation” in everyday life. • Continue memorizing 1 Peter 2:9–10 		
Materials and Resources <ul style="list-style-type: none"> • Bible • Song : Holy Holy Holy https://www.youtube.com/watch?v=AgHrNNM23p8&list=RDAgHrNNM23p8&start_radio=1 • Jumping rope • Paper, makers, pencils 		
Essential Questions <ul style="list-style-type: none"> • What is a priest? What did priests do in the Old Testament? • What does it mean that we are a royal priesthood today? • How does being a priest change the way I live and serve others? 		
Lesson Procedures and Activities		Time
Engage: 1. Tell students they will listen to a song, and they need to listen carefully to tell which word is repeated most? How many times is that word repeated? 2. The Bible not only tells us that our God is a holy God, but also states that we are a holy nation. Can we be as holy as God?		5 minutes
Explore: 1. Bible Story Reading: Read the story of Daniel, Shadrach, Meshach, and Abednego from Daniel 1:8–16 and Daniel 3:16–28. 2. Group Discussion Questions: <ul style="list-style-type: none"> • What were some ways Daniel and his friends lived differently from others around them? • How did they show they belonged to God even in a place where people didn’t follow God? • How did God help them because they stayed faithful? 		8 minutes

<ul style="list-style-type: none"> Discuss how Daniel and his friends were like a “holy nation” because they stayed set apart for God’s purposes. 	
<p>Explain:</p> <ol style="list-style-type: none"> Teacher gives comment after each group summarize the discussion. Ask a student read 1 Peter 2:9-10 focusing on “a holy nation” Ask the question what does it mean “a holy nation”? <p>Have volunteers to share their opinions and explain: The word <i>holy</i> means “set apart for God.” It doesn’t mean being perfect but choosing to live differently because we belong to Him. Daniel and his friends had a different way of eating, worshipping, and behaving because they belonged to God’s holy nation, even though they lived in a foreign land. Being part of God’s holy nation means living in a way that honors God and shows others who God is through our actions and choices.</p>	5 minutes
<p>Elaborate:</p> <ol style="list-style-type: none"> What are some ways we can live as a holy nation in school, at home, and with our friends? Students can use different ways to show their ideas. Work in small groups to create short role-plays or drawings illustrating Share with the class. 	10 minutes
<p>Evaluate:</p> <p>Movement Activity: “Holy or Not Holy?”</p> <p>Setup:</p> <ul style="list-style-type: none"> Place a long jump rope or a taped line on the floor. Have all students stand on the line. <p>Instructions:</p> <ul style="list-style-type: none"> The teacher will read aloud various real-life scenarios or behaviors one by one. If the behavior is holy (shows living as God’s set-apart people), students jump to the left side of the rope. If the behavior is not holy (does not reflect God’s holiness), students jump to the right side of the rope. After each jump, briefly discuss why the behavior is holy or not holy before moving to the next scenario. <p>Examples of Scenarios:</p> <p>Holy (jump left):</p> <ul style="list-style-type: none"> Helping a classmate who is sad. Choosing not to lie, even if it’s hard. Saying kind words to someone who is being bullied. Praying for your family and friends. Standing up for what is right, even if others don’t. <p>Not Holy (jump right):</p> <ul style="list-style-type: none"> Gossiping about a friend behind their back. Cheating on a test because you’re afraid of failing. Ignoring someone who needs help. 	10 minutes

<ul style="list-style-type: none"> • Using mean words to make fun of others. • Giving up on being kind because others are not nice. <p>Wrap-up:</p> <ul style="list-style-type: none"> • After the activity, ask students how it felt to jump for “holy” actions and what they learned about living as God’s holy people. • Reinforce that being holy means choosing to do what honors God, even when it’s not always easy. <p>2. Exit Ticket: Each student completes the sentence: <i>“I am a part of holy nation, so I will...”</i></p> <p>3. Verse memorization.</p>	
<p>Differentiation</p> <ul style="list-style-type: none"> • Multiple learning modalities: The lesson incorporates auditory (listening to a song), visual (readings, drawings), kinesthetic (movement/jump rope activity), and verbal (group discussion, sharing opinions) learning styles to engage different types of learners. • Movement break: The Evaluate activity provides a physical and interactive way to engage students who learn best through movement and helps maintain attention and energy. 	
<p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessment: Observing student participation and responses during group discussions and Bible story exploration; Listening to student explanations during the Explain phase to check understanding of “holy” and “holy nation”; Evaluating student creativity and comprehension through role-plays or drawings in the Elaborate phase. • Summative Assessment: Review exit tickets to assess understanding and personal application; Verse memorization; 	

Lesson Plan 5: You BELONG to GOD

Your True Identity: Discovering Who You Are in Christ (5)

Lesson: You BELONG to GOD	Grade Level: Grade 4-6	Time: 40 minutes
Lesson Objectives Student will <ul style="list-style-type: none"> • Understand what it means to belong to God. • Identify how belonging to God shapes their identity and daily choices. • Reflect on ways they can live out their belonging to God at school, home, and with friends. • Memorize 1 Peter 2:9–10. 		
Materials and Resources <ul style="list-style-type: none"> • Bible • Sticky notes • Song: I'm No Longer a Slave to Fear, I Am a Child of God https://www.youtube.com/watch?v=OyjcuFws2Z4&list=RDOyjcuFws2Z4&start_radio=1 		
Essential Questions <ul style="list-style-type: none"> • What does it mean to “belong to God”? • How is belonging to God different from belonging to other groups or people? • How does knowing that I belong to God affect the way I live? • How can I show others that I belong to God through my actions? 		
Lesson Procedures and Activities		Time
Engage: 1. Activity: Begin with a short “belonging” discussion: Ask students to share groups or teams they belong to (sports teams, clubs, friends, family). 2. Ask: “What does it feel like to belong to a group?” “How does belonging to a group affect how you act or think?” 3. Connect: Explain that, as Christians, we belong to God’s special family, and this shapes our true identity. Read 1 Peter 2:9 aloud focusing on “God’s special possession” and “you are the people of God”.		5 minutes
Explore: 1. Bible Story Reading: Read or summarize the story of the Prodigal Son (Luke 15:11-32) focusing on the son’s return and his belonging to his father’s family. 2. Discussion Questions: <ul style="list-style-type: none"> • How did the son’s relationship with his father show he belonged to the family? • What does this story tell us about God’s love and belonging? • How is belonging to God different from other kinds of belonging? 		8 minutes

<ul style="list-style-type: none"> • Discuss how God’s family includes everyone who trusts Him and that this belonging is secure and loving. 	
<p>Explain:</p> <p>1. Teacher explains that to belong to God means to be part of His family — loved, accepted, and protected. Belonging to God gives us purpose and a new identity beyond what others say or expect. Unlike other groups, God’s belonging is unconditional and forever.</p> <p>2. Reinforce that this belonging calls us to live in a way that honors God and reflects His love to others.</p>	5 minutes
<p>Elaborate:</p> <p>1. Play the song for the class. Ask students to listen carefully to the lyrics, especially the lines: <i>“I’m no longer a slave to fear, I am a child of God.”</i></p> <ul style="list-style-type: none"> • Discuss how the song relates to the idea of belonging to God’s family and being set free from fear because of that belonging. <p>2. Fill in the blanks of the memory verse and read silently 1 Peter 2:9-10.</p> <p>What part of our identity from these verses stands out? Why?</p>	10 minutes
<p>Evaluate:</p> <p>1. How can I show others that I belong to God through my actions?</p> <p>2. Levels of Understanding</p> <p>Level 4 I can do this and can teach others. Level 3 I understand it! I can do this on my own. Level 2 I understand some of it. I need more practice. Level 1 I don’t understand. I need more help.</p> <p>On a note, rate your level of understanding about 1 peter 2:9-10 of this unit and explain why you chose this level.</p>	10 minutes
<p>Differentiation</p> <ul style="list-style-type: none"> • Incorporates auditory learning through the song, visual learning with printed memory verses, and verbal interaction in discussions; Encourages metacognitive skills by having students reflect on and rate their understanding, helping teachers tailor future support. 	
<p>Assessment</p>	

- **Formative Assessment:** Observing student participation and responses during group discussions and Bible story exploration; Listening to student reflections during song discussion to assess connection between lyrics and identity.
- **Summative Assessment:** Review exit tickets to assess understanding and personal application; Checking completed fill-in-the-blank memory verse to check for familiarity.

Bibliography

- Byars, R. P. (2006). *Deuteronomy 6:1–15*. Interpretation (Richmond), 60(2), 194–196.
<https://doi.org/10.1177/002096430606000206>
- Dean, K. C., & Foster, R. (2023). *The godbearing life: The art of soul tending for youth ministry*. Upper Room Books.
- Schaeffer, F. A. (1976). *How should we then live? The rise and decline of Western thought and culture*. F. H. Revell Co.
- Cornerstone Church Kids. (2024). *Who am I? Identity in Jesus* [Curriculum].
<https://kids.cornerstonechurch.co.za/wp-content/uploads/2024/01/Who-am-I-Identity-in-Jesus-Copyright-curriculum.pdf>