YOUTH GROUP CURRICULUM · AGES 11–18

WHO AM I?

A 10-session identity series for youth groups

SESSION 1 OF 10

Named Before You Did Anything

Identity & Worth · Matthew 3:16–17

Inside: 45 / 60 / 75-minute plans · Word-for-word scripts
Activity Menu with 4 games · Response activity · Discussion
Joys & Concerns · Pastoral prayer · Student pages + devotional

DAHAM
NEXT GENERATION MINISTRY TOGETHER

SESSION 1 · LEADER GUIDE

Named Before You Did Anything

Theme: Identity & Worth · Main text: Matthew 3:16–17 · Memory verse: 1 John 3:1

THE BIG IDEA

Your worth isn't something you earn. God spoke it over you before you did anything.

The question to carry all night

"Whose voice gets to tell me who I am?"

By the end, students will…

- Notice the labels they've been given
- See that God named Jesus *before* he did anything
- Pray for each other and leave with one small step

NIGHT AT A GLANCE · PICK YOUR LENGTH

SEGMENT	WHAT HAPPENS	45 MIN	60 MIN	75 MIN
Welcome	Greet new students by name and grade; your announcements	—	—	5
Game 1	Pick from the Activity Menu (next page)	8	10	10
Game 2	A second game from the menu (optional)	—	—	10
Hook + Message	"Rate Me" · Matthew 3:16–17	10	12	12
Response Activity	Two Name Tags + My One Step	10	12	12
Small Group Talk	Pick 3–4 questions	—	8	10
Joys & Concerns	"I lift up ___ to God." / "Lord, hear our prayer."	10	10	10
Pastoral Prayer	Leader prays over what was shared + send-off	5	5	5

Supplies

- 2 index cards per student (Card A / Card B)
- Pens, a few markers, scratch paper
- Sticky notes (if playing the Forehead Game)
- Student pages (last 3 pages), one set each
- Bibles or a Bible app · a phone timer

Before students arrive

- Choose your games using the Activity Menu
- Read Matthew 3:13–4:11 once through
- Practice the hook out loud one time
- Think of one label *you* carried as a teenager
- Pray for each student by name

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CHOOSE WHAT FITS YOUR GROUP

Activity Menu

Every group is different. Some nights you have fifteen students bouncing off the walls; some nights you have four quiet ones and a visitor. Pick one or two games, then finish with the response activity. Every game ends with a debrief that points back to tonight's question.

ACTIVITY	ENERGY	PREP	BEST WHEN…	MIN
A. Snowball Fight Anonymous facts → find the owner	High	Scrap paper	Students need to move; you want everyone talking to everyone	10–12
B. Forehead "Who Am I?" Guess the name on your head	Medium	Sticky notes, 5 min	You want laughs and the strongest link to the message	10
C. This or That Move to a side, explain why	High	None	Lots of new students; zero prep time	8–10
D. Common Ground Find 3 surprising things you share	Low	None	Small or quiet group; students who don't know each other	8–10
E. Two Name Tags Response activity (after message)	Reflective	Index cards	Every night: this is the heart of the session	12

SUGGESTED COMBINATIONS

Big, high-energy group (10–15)

A. Snowball Fight → B. Forehead "Who Am I?" → Message → E. Two Name Tags

Small group (4–6)

D. Common Ground (whole group) → Message → E. Two Name Tags in a circle

Lots of first-time visitors

C. This or That → A. Snowball Fight → Message → E. Two Name Tags (low-pressure option)

Short on time (45 min)

B. Forehead "Who Am I?" → Message → E. Two Name Tags → Joys & Concerns

GROUND RULES FOR EVERY GAME *Nobody is forced to share. Nobody is the punchline. New students get paired with a regular. If a game ever starts to single someone out, change the round and keep moving.*

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A. Snowball Fight

10–12 min · High energy

Purpose: Students get their energy out, then have to talk to *everyone* to find the person behind a paper "snowball." It's great for new students because they choose exactly what to share.

HOW TO PLAY

1. Give each student one sheet of scrap paper. Everyone writes **3 facts about themselves** that most people here don't know. No names.
2. Everyone crumples their paper into a "snowball."
3. Split the room into two sides. On "Go!", throw snowballs back and forth for 45–60 seconds. Pick up and throw again. Aim below the shoulders.
4. "Freeze!" Everyone grabs one snowball that isn't theirs.
5. Find the owner by asking questions about the facts, like "Have you ever been to Florida?" You can't just ask, "Is this yours?"
6. When you find your person, sit down together. Go around and introduce your person with their most surprising fact.

LEADER SCRIPT

> **SAY**
>
> "Everybody grab a piece of paper. Write down three things about you that most people in this room don't know. Keep it fun, nothing you'd be embarrassed for someone to read. Don't write your name. Now crumple it into a ball… because we're having a snowball fight. This side versus that side. Ready? Go!"
>
> "Freeze! Grab one snowball that isn't yours. Open it. Your job is to find the person who wrote it. And you have to ask real questions to find them. Go!"

FACT IDEAS (READ THESE IF STUDENTS ARE STUCK)

- A place I've lived or visited
- A weird food I love
- A hidden talent
- My first pet's name
- A movie I've seen 10+ times
- Something I'm scared of
- What I wanted to be at age 6
- A sport or instrument I've tried
- A celebrity I've met or seen
- How many cousins I have

VARIATIONS

- **Small group (5–6):** Skip the search. Read each snowball out loud and have the whole group guess whose it is.
- **Round 2:** New paper, one prompt: "Something I'm really good at that nobody notices." Keep it light.
- **Limited space:** No throwing. Toss snowballs into a pile in the middle and mix them up.

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DEBRIEF

> **SAY**
> "You found a person from three facts on a piece of paper. That's cool. But three facts aren't the whole person, right? People decide who we are from a few facts all the time: a grade, a post, one bad day. Tonight's question is: **whose voice gets to tell you who you are?**"

B. Forehead "Who Am I?"

10 min · Medium energy

Purpose: A classic guessing game that gets students mingling and laughing. It also sets up the message perfectly: you can't see your own label, so you depend on what other people tell you.

HOW TO PLAY

1. Before group, write names on sticky notes (see the list below). One per student, plus a few extra.
2. Stick a note on each student's forehead (or back) without letting them see it.
3. Students walk around asking **yes/no questions** to figure out who or what they are: "Am I a person?" "Am I in the Bible?" "Am I food?"
4. The rule: **one question per person**, then move to someone new. This keeps everyone talking to everyone.
5. When you guess right, move your note to your shirt and keep answering for others.
6. Play until most people have guessed, or about 7 minutes. Give hints to anyone still stuck.

LEADER SCRIPT

> **SAY**
> "Everybody's getting a name stuck on your forehead. Don't look! You're going to find out who you are by asking yes-or-no questions. But you only get to ask one question per person, then you have to go find somebody else. When you figure it out, put it on your shirt and help other people. Go!"

NAME IDEAS (MIX THE CATEGORIES)

Bible

- Moses
- Noah
- David
- Esther
- Jonah
- Peter
- Mary

Characters

- Spider-Man
- Mario
- Batman
- Shrek
- Pikachu
- Harry Potter
- Elsa

Random & Food

- Pizza
- A pickle
- Phone charger
- A penguin
- Tacos
- The moon
- A school bus

VARIATIONS

- **Small group (5–6):** Sit in a circle. Everyone gets a note, and you take turns asking the group one question each round.

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- **Bible-only round:** Use only Bible characters. Great for groups that know the stories.
- **Team race:** Two teams. The first team where everyone guesses right wins.

LEADER NOTE *Only use names you've written ahead of time. Don't let students write labels for each other, since that's how teasing starts. Offer the back instead of the forehead for anyone who prefers.*

DEBRIEF

> **SAY**
> "Here's what's funny about this game. You had a label on you the whole time, and you couldn't see it. You had to depend on other people to tell you who you were. That's a game, but a lot of us live like that. We let other people tell us who we are. And sometimes they get it really wrong. So tonight: **whose voice gets to tell you who you are?**"

C. This or That

8–10 min · High energy

Purpose: Zero prep, instant movement, and every round ends with students explaining their choice to someone nearby. New students can join in without having to say a word until they're ready.

HOW TO PLAY

1. Point to two sides of the room. Call out two choices: "Pizza on this side, tacos on that side."
2. Everyone moves to the side they pick. No standing in the middle.
3. Once everyone moves, they turn to someone next to them and share **why** in 30 seconds.
4. Ask one or two volunteers from each side to share with everyone.
5. Play 8–10 rounds. Always end with the two Bridge rounds.

LEADER SCRIPT

> **SAY**
> "Everybody up! I'm going to give you two choices. Pick one and walk to that side. Then turn to the person next to you and tell them why you picked it. Ready? Pizza, this side. Tacos, that side. Go!"

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ROUNDS

THIS…	…OR THAT	FOLLOW-UP QUESTION
Pizza	Tacos	"What's your go-to order?"
Early bird	Night owl	"What time did you go to bed last night?"
Beach	Mountains	"Best trip you've ever taken?"
Texting	Calling	"Who actually calls anymore?"
Be invisible	Be able to fly	"Where would you go first?"
Dogs	Cats	"Any pets at home?"
Sweet snack	Salty snack	"Name your favorite snack."
Know the future	Change the past	"Why?"
Be the funniest person	Be the smartest person	"Which one gets more respect at school?"
Bridge 1: Be liked by everyone, but no one really knows you	Be really known by just a few people	"Why did you pick that?"
Bridge 2: Be loved for what you do	Be loved for who you are	Lead into the debrief

VARIATIONS

- **Small group (5–6):** Stay seated. Point left or right, then go around the circle with a quick "why."
- **Four Corners:** Give four choices and use four corners of the room.
- **Student-led:** After a few rounds, let students call out their own "This or That" choices.

DEBRIEF

> **SAY**
> "Look where everyone went on that last one. Almost all of us want to be loved for who we are, not what we do. But most days we live like it's the other way around. We try to earn it. Tonight we're going to hear what God says about that. Here's the question: **whose voice gets to tell you who you are?**"

D. Common Ground

8–10 min · Low energy

Purpose: A calm, conversation-based game that works great with small or quiet groups. Everyone searches together, so no one is put on the spot.

HOW TO PLAY

1. Split into groups of 3 (pairs work too). Mix friends up: "Find people you know the *least*."

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2. Each group has 3 minutes to find **3 things they all have in common**.
3. The catch: nothing obvious. No "we all have hair." It has to be something you had to *talk* to discover.
4. Each group shares their most surprising one.
5. Round 2: new groups, and find 1 thing in common and 1 thing totally unique to each person.

LEADER SCRIPT

> **SAY**
> "Get into groups of three with people you don't know super well yet. Find three things all three of you have in common. But nothing obvious. If I hear 'we all have two eyes,' I'm taking a point away. Three minutes. Go!"

HINT PROMPTS TO CALL OUT

- Same fast-food order?
- Same number of siblings?
- Ever broken a bone?
- Same least-favorite class?
- Been to the same state?
- Same comfort show?
- Scared of the same thing?
- Same dream job at age 7?
- Pineapple on pizza: yes or no?
- Morning person or night owl?

VARIATIONS

- **Small group (4–6):** Play all together. Find 3 things the *entire* group shares.
- **Stand-up finale:** Everyone stands. Call out "Stay standing if you've ever…" until you find one thing the whole room shares.

DEBRIEF

> **SAY**
> "You found a lot in common. But most of it was stuff you *like* or stuff you've *done*. Tonight we're talking about something deeper that every person in this room shares, and it has nothing to do with what you've done."

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Hook: "Rate Me"

2 min

SAY

"Quick question. You know how Uber drivers and restaurants get star ratings? Imagine if *people* had them, floating over your head all day. Five stars, 3.2 stars, whatever."

"Who would be giving you your rating? Your teachers? Your coach? The people who see your posts? What would it be based on: your grades, how you look, how funny you are, how many people like you?"

"We kind of already live like that. We just don't see the number. So tonight's question is: **whose voice gets to tell you who you are?**"

Message: Identity Before Performance

10 min

1. We all get labeled

SAY

"From the time we're little, people hand us labels. 'The smart one.' 'The athlete.' 'The quiet one.' 'The one who's always in trouble.' Some are kind, some hurt. But almost all of them are about what we *do*. And if my worth comes from how I perform, then one bad game, one bad grade, one bad day, and I'm worth less. That's exhausting."

LEADER NOTE *If you have a short, honest story about a label you carried as a teenager, tell it here. Thirty seconds is plenty. Students trust leaders who go first.*

2. Read the story

SAY

"This is right at the start of Jesus' ministry: before he preached a sermon, before he healed anyone, before a single miracle. He's about thirty and has spent most of his life in a small town doing regular work. His cousin John baptizes him in the Jordan River. Listen to what happens."

16 *Jesus, when he was baptized, went up directly from the water: and behold, the heavens were opened to him. He saw the Spirit of God descending as a dove, and coming on him.* 17 *Behold, a voice out of the heavens said, "This is my beloved Son, with whom I am well pleased."*

MATTHEW 3:16–17 · WORLD ENGLISH BIBLE

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3. The order matters

SAY

"Did you catch the order? God says 'You're my Son. I love you. I'm pleased with you' *before* Jesus has done anything you'd put on a résumé. The identity comes first. The work comes later."

"And the very next thing that happens, in chapter 4, is Jesus goes into the wilderness and gets tempted. The first words out of the tempter's mouth are: '*If* you are the Son of God…' The very first attack is on his identity. 'Prove it. Perform.' And Jesus doesn't. Because he already knows who he is. He heard it from his Father."

4. That's true for you too

SAY

"You might be thinking, 'Cool, but that's Jesus.' Listen to what the Bible says about *you*:"

> *See how great a love the Father has given to us, that we should be called children of God!*
>
> 1 JOHN 3:1 · WORLD ENGLISH BIBLE

"Called. Not 'earned.' Not 'rated.' Called. Before you walked in tonight, before your grades, before your follower count, God had already spoken over you. The world will keep handing you labels. The question is whether those get the last word, or God does."

"So here's the question again, and I want you to actually think about it: **whose voice gets to tell you who you are?**"

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E. Response Activity: Two Name Tags

12 min

Purpose: Help students name the labels they carry, privately and safely, and replace them with what God actually says. They leave with something physical to keep, plus one small step for the week.

HOW TO RUN IT

1. Give every student two cards: **Card A** and **Card B**.
2. **Card A: "What the world says."** Students privately write 3–5 labels they've been given or give themselves, good or bad. No names. Nobody will read it. Fold it in half.
3. **Card B: "What God says."** Using the Verse Lookup on their student page, students write 3 of God's words as "I am ___" statements.
4. In pairs, students read *one* line from Card B to their partner using their partner's name: "Jordan, God says you are ___." Then switch.
5. Students place Card B *on top of* Card A and keep both.
6. **My One Step:** Students fill in "My One Step This Week" on their student page (for example: "Before I open my phone in the morning, I'll read Card B.").

LEADER SCRIPT

> **SAY (CARD A)**
> "On Card A, write down some labels you've been given, or ones you give yourself. Good or bad: 'smart,' 'lazy,' 'the funny one,' 'not enough.' Nobody is going to see this card. Not me, not your friends. It's between you and God. Write three to five, then fold it."
>
> **SAY (CARD B)**
> "Now on Card B, we're writing what God says. Look at the Verse Lookup. Pick three and turn them into 'I am' sentences: 'I am wonderfully made.' 'I am a child of God.'"
>
> **SAY (PAIRS)**
> "Find a partner. Pick one line from your Card B and say it to your partner using their name. It might feel awkward. That's okay. Sometimes we need to hear it out loud from someone else."
>
> **SAY (ONE STEP)**
> "Last thing. Don't just hear this tonight and forget it. Write one small step you'll actually do this week. Keep it small. Something like: 'Every morning before I open my phone, I'll read Card B.' Put Card B in your phone case so you see it."

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"World labels" to read aloud (if stuck)

- The smart one
- Too much
- The athlete
- Not enough
- The quiet one
- The funny one
- The problem kid
- The new kid
- Behind
- The responsible one

"God says" lines for Card B

- I am wonderfully made. (Ps 139:14)
- I am God's workmanship. (Eph 2:10)
- I am a child of God. (1 John 3:1)
- I am called by name. I am his. (Isa 43:1)
- I am seen from the heart. (1 Sam 16:7)
- I am loved before I perform. (Matt 3:17)

VARIATIONS

- **Small group (4–6):** Sit in a circle. Each person reads one Card B line to the person on their left, all the way around.
- **Low-pressure option:** If pairs feel like too much, students read Card B silently. "Read it like it's true, because it is."
- **Wall of Truth:** Students write one "God says" line on a sticky note (no names) and put it on a wall. Leave it up for the whole series.

LEADER NOTE *Never collect or read Card A, and don't have students share it. Some may write painful labels. If someone looks upset, check in quietly later. See the Care Note at the end of the leader guide.*

DEBRIEF

> **SAY**
>
> "Look at your two cards. Card A is real. Those labels are out there. But notice where Card B is: on top. The world's labels don't disappear, but they don't get the last word. **So whose voice gets to tell you who you are?**"

Small Group Talk

8–10 min · Optional

Groups of 3–5, with one adult or student leader per group if possible. Pick 3–4 questions that fit your group.

WARM UP

1. If people really had star ratings, what would they be based on at your school?
   Follow-up: Is that fair?
2. What's a label someone gave you when you were little that you think is funny now?
   Keep it light. It's a warm-up.

GO DEEPER

3. Why do you think God said "I love you, I'm pleased with you" to Jesus *before* he'd done any ministry?
   What would change if Jesus had heard it only after his miracles?

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4. The first temptation started with "*If* you are the Son of God..." Where do you hear "If you really were ___, you would ___" in your life?
   Example: "If you were really a good friend..."
5. What's harder: believing what God says about you, or ignoring what other people say?
6. Which verse on your student page is hardest for you to believe? Which one do you need most?

TAKE IT HOME

7. What's one voice you want to listen to less this week? (A person, an app, your own inner critic?)
8. What would you do differently tomorrow if you actually believed Card B?

LEADER NOTE *Silence is okay. Count to seven in your head before rephrasing. If no one answers, answer it yourself briefly and honestly, then ask again.*

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Joys & Concerns

10 min

Purpose: Students practice praying *for each other*, not just hearing about prayer. It's often the moment new students realize this group actually cares about them. Tonight it fits the theme: we are God's children, and we bring our real lives to our Father.

HOW IT WORKS

1. Sit in a circle if you can. Explain the response: when someone shares, they end with **"I lift up ___ to God."** Everyone responds together: **"Lord, hear our prayer."**
2. Start with **joys** (things to thank God for), then move to **concerns** (things we're worried about or carrying).
3. The leader goes first to model it, with one joy and one concern.
4. Anyone can share, or pass. "Unspoken" requests are welcome, too.
5. Jot down what's shared (first names only) so you can pray for each one in the Pastoral Prayer.

LEADER SCRIPT

> **SAY**
>
> "Before we pray, let's take time to share what's going on in our lives. Tonight we talked about being God's children. Kids bring their real stuff to their parents, the good and the hard. So let's do that. What's something good that happened this week you're thankful for? Or something you're worried about, for yourself, your family, or a friend?"
>
> "When you share, end with 'I lift up ___ to God.' And all of us will say together, 'Lord, hear our prayer.' Let's practice. I lift up this group to God..." (*All: "Lord, hear our prayer."*)
>
> "I'll go first. My joy is ___. I lift up ___ to God. My concern is ___. I lift up ___ to God."

Joy starters (if students are stuck)

- A good grade or finishing a big project
- A birthday, new sibling, or new pet
- My team won / a great practice
- Someone I love got good news
- Just having a good week

Concern starters

- A test or tryout coming up
- A grandparent or relative who is sick
- A friend who's going through something
- Stress at home or school
- "I have an unspoken request."

VARIATIONS

- **Small group (4–6):** Go around the circle so everyone gets a turn, and everyone is allowed to pass.
- **Big group (12+):** "Popcorn" style: anyone shares when ready. Cap it at about 8 minutes.
- **Written version:** Students write joys and concerns on slips of paper. The leader reads them (no names) and the group responds.

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LEADER NOTE *Say once at the start: "What's shared here stays here, unless someone's safety is at risk." If a student shares something serious, thank them, pray, and follow up privately afterward (see the Care Note).*

Pastoral Prayer

3–5 min

Pray this over the group. The **[bracketed]** lines are where you name the joys and concerns students just shared.

Father God,

Thank you for every person in this room. Thank you that before any of us walked in tonight, before our grades, our games, our posts, or our mistakes, you already knew our names.

Thank you for the good things you've given us this week. *[Name the joys shared: "Thank you for Maya's grandma coming home from the hospital, for Chris's team winning..."]* Every good gift comes from you.

And we bring you the things we're carrying. *[Name the concerns: "Be with Ethan's family. Give Sophia peace before her test on Friday..."]* And for the things that stayed in our hearts tonight and weren't spoken out loud, you already know them. Hold them too.

You know the labels we carry. Some of them we wrote down tonight. Some were spoken by people we love, and some we say to ourselves in the mirror. Just like you spoke over Jesus at the river, speak over us now. Tell us again that we are your beloved children. Let that be louder than every rating, every comment, and every voice that says we have to prove ourselves.

For anyone who feels unseen tonight, let them know you see them. For anyone who is new here, thank you for bringing them. Help them feel at home. And help us take our one small step this week.

In Jesus' name, amen.

SEND-OFF

"Take your student pages home. There's a five-day devotional in there, just a few minutes a day, and a tracker for your one step. Bring it back next week. Next time we're talking about something almost everyone deals with: **'Why am I so anxious?'** See you then."

Next Week Follow-Up: Open Session 2 by asking students to look at their One Step tracker. "How many days did you read Card B? What helped? What got in the way?" Celebrate any progress, even one day. Then ask: "Did anyone hear an 'If you really were...' voice this week?"

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Care Note for Leaders

Identity talks can bring up real pain. A student might write or say something like "worthless," or mention self-harm, abuse, or not wanting to be here.

- **Stay calm and thank them** for telling you. "I'm really glad you told me."
- **Don't promise to keep secrets** if someone's safety is at risk.
- **Follow your church's safety policy** and tell your lead pastor the same day.
- **Connect them to trained help:** parents or guardians, a school counselor, or a licensed counselor. In the U.S., anyone can call or text **988** (Suicide & Crisis Lifeline) any time.

You're not expected to be a counselor. Your job is to listen well, take it seriously, and make sure they're connected to the right people.

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THE FULL SERIES

WHO AM I? · 10 Sessions

Each session stands alone, so new students can jump in any week. Taught in order, they build one conversation: *who God says I am*, and how that changes the way I handle stress, friends, phones, failure, doubt, anger, the future, and relationships.

#	SESSION	THEME
1	**Who Am I?** Named Before You Did Anything	Identity & worth
2	**Why Am I So Anxious?** Is God Still in the Boat?	Anxiety & stress
3	**Do I Belong Here?** Jesus Stopped at the Tree	Friendship & belonging
4	**Why Do I Compare Myself?** What Is That to You?	Phones & social media
5	**If I Fail, Am I Worthless?** Breakfast on the Beach	Perfectionism & shame
6	**When I Feel Alone** Food, Sleep, and a Whisper	Loneliness & God's presence
7	**Is It Okay to Doubt?** Show Me Your Hands	Faith & questions
8	**What Do I Do When I'm Angry?** You Meant It for Evil	Conflict & forgiveness
9	**Which Way Should I Go?** Speak, I'm Listening	Future & calling
10	**What's a Healthy Relationship?** Guard Your Heart	Boundaries & dating

Every session includes

- 45 / 60 / 75-minute schedules
- Activity Menu with 4+ game options
- Word-for-word leader scripts
- Scripture (World English Bible) and one big idea
- Response activity + "One Step" challenge
- Tiered discussion questions
- Joys & Concerns prayer time
- Pastoral prayer with space for your group
- Student pages and 5-day devotional
- Next-week follow-up

Built for real youth groups

These sessions were written for a real Wednesday night group: 5 to 15 students, often with a new face or two, led by a pastor or volunteer with limited prep time. Games never single anyone out. Every activity has a small-group version. And every leader script can be read word for word when you're short on time.

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Scripture quotations are from the World English Bible (public domain).

Name: _____ Date: _____

TONIGHT'S BIG IDEA

My worth isn't something I earn. God spoke it over me before I did anything.

THE STORY · MATTHEW 3:16–17

Before Jesus preached, healed, or did a single miracle, God said:

"This is my _____ Son, with whom I am _____ _____."

What came first: **who Jesus was** or **what Jesus did**? _____

VERSE LOOKUP: WHAT GOD SAYS ABOUT ME

Look up each verse and write what it says about you as an "I am..." statement. Then copy your 3 favorites onto Card B.

VERSE	GOD SAYS: I AM…
Psalm 139:14	
Ephesians 2:10	
1 John 3:1	
Isaiah 43:1	
1 Samuel 16:7	

VOICE CHECK

One voice that tells me who I am (a person, an app, a feeling):

_____

What that voice usually says:

_____

What God says instead:

_____

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My One Step

MY ONE STEP THIS WEEK

Keep it small enough to actually do.

Every _____ (morning / night / time I open my phone)

I will _____

When I hear "If you were really ___, you would ___," I will remember:

_____

Example: "Every morning before I open my phone, I will read Card B out loud."

MY WEEK TRACKER

Check each day you did your step.

MON	TUE	WED	THU	FRI	SAT	SUN
☐	☐	☐	☐	☐	☐	☐

MY PRAYER LIST

Write down the joys and concerns people shared tonight (first names only) and keep praying this week.

JOYS: THANK YOU, GOD, FOR…	CONCERNS: PLEASE BE WITH…

✂ CUT OUT AND KEEP IN YOUR PHONE CASE, WALLET, OR BIBLE

"See how great a love the Father has given to us, that we should be called children of God!"

1 JOHN 3:1

God says I am: _____

My step: M ☐ T ☐ W ☐ T ☐ F ☐ S ☐ S ☐

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5-Day Voice Check

TAKE-HOME DEVOTIONAL · 5 MINUTES A DAY

Each day: read the verse, think about the question, write one honest sentence. That's it.

DAY 1 Matthew 3:16–17 · Loved first

God called Jesus "beloved" before he did anything. What's one thing you feel like you have to do to be loved?

DAY 2 Psalm 139:13–14 · Wonderfully made

What's one thing about how God made you (not what you do) that you can thank him for today?

DAY 3 Ephesians 2:10 · God's workmanship

"Workmanship" means something carefully crafted. Where do you feel "unfinished" right now? Ask God to keep working there.

DAY 4 Isaiah 43:1 · Called by name

God says, "I have called you by your name. You are mine." Write your name, then write "is God's."

DAY 5 1 Samuel 16:7 · God sees the heart

People look at the outside. God looks at the heart. What do you hope God sees in your heart this week?

A prayer you can pray this week

God, a lot of voices tell me who I am. Help me hear yours first. Thank you that I'm your child, not because of what I do, but because you said so. When I start trying to prove myself, remind me that I'm already loved. Amen.

Next week · Session 2: **Why Am I So Anxious?**

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