



Lesson Plan – Can symbols define us?

Purpose: Use symbols to represent different aspects of our identity—those aspects that define us and those we share. Reflect on whether using symbols may influence how we see ourselves.

Equipment needed: Pen, paper, computer, projector, optional identity chart and mandala templates printed.

Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work		
Teachers: If lesson 1 is complete, remind students to bring their identity charts from Lesson 1 to class. Students : If you did lesson 1, bring your identity charts to class.		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.	Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.
Check-In Individually (2 mins) How are you feeling today?	Many cultures use animals as symbols or 'totems'. In some cultures people have the same animal totem throughout their lives. Learners think about how they are feeling today and decide on an animal that best represents that feeling.	We introduce symbolism through this activity.
Warm-Up Whole Group (2 mins) What do these symbols mean?	Learners will look at 8 symbols and decide what each of the symbols show. The purpose is to demonstrate how symbols are all around us, they simplify our daily lives and are effective at conveying meaning.	The notes for this slide show the meaning of the symbols.
Warm-Up Whole Group (5 mins) The Impact of Symbolism	Learners discuss the role symbols play in our lives. Watch the video on symbolism. <ol style="list-style-type: none"> 1. The discussion prompts on the slide encourage learners to relate symbolism to their daily lives. 2. Elicit and collate the responses from learners on the board. 	People use symbols to make sense of the world around them. They help us to identify and cooperate in society and build shared understanding.



<p>Main Activity Individually (10 mins) Could make this pre-work</p> <p>Create an identity chart</p>	<p>Part 1 - Create and Identity chart Some learners may have already completed an identity chart, if so they need only complete Part 2 of this activity.</p> <p>Learners will:</p> <ol style="list-style-type: none"> 1. Draw or receive a template of the blank identity chart. 2. Review the 3 layers of identity with learners shown in the slide to start building an understanding of identity. 3. Complete the identity chart. 	<p>Project the identity chart template and students draw it.</p> <p>Some learners may need a print out. This is available by clicking the identity chart on the slide. Identity can be organised into 3 sections:</p>
<p>Main Activity Individually (5 mins)</p> <p>Create an identity chart</p>	<p>Part 2 - Using your identity chart, add pictures/symbols to the identity chart.</p> <p>Learners will:</p> <ol style="list-style-type: none"> 1. Draw pictures to symbolise some/all of the labels on their identity chart. <p>The pictures visually encode the labels so they capture the essence of the labels they represent.</p> <p>Symbols do not have to be understood by others.</p>	<p>Encourage learners not to over-think the pictures they draw - artistry is not important here.</p> <p>Mandalas are not widely understood outside the culture they represent. The meaning does not need to be shared.</p>
<p>Main Activity Individually (10 mins)</p> <p>Organise the layers of your identity into a mandala</p>	<p>Part 3 - Create a personal mandala</p> <p>Learner may choose a mandala template</p> <ol style="list-style-type: none"> 1. Using their identity charts (artistry is not important) learners organise their identity into concentric circles/layers on the mandala. 2. The inner circle represents core aspects of their identity, the factors in the second circle may be more fluid. The outer show labels we give to ourselves or are given. 	<p>Project the mandala template and students draw it.</p> <p>Some learners may need a template. This is available by clicking the mandala on the slide</p>
<p>Reflection In Pairs (8 mins) How does organising your identity make you think about who you are?</p>	<p>Learners organise themselves into pairs.</p> <ol style="list-style-type: none"> 1. Share their mandala with their pair and discuss how the mandala is organised and what the symbols represent. 2. The question prompts on the slide support the discussion. 	<p>This is an opportunity for learners to find out something new about the people they share a class with.</p>
<p>Reflection Whole group (5 mins) How can we use a mandala to capture who we are?</p>	<p>Learners can stay in pairs but work as a group to plan a class mandala that symbolises the essence of their class.</p>	<p>This task can be extended so the class design their own mandala to capture the class.</p>



Check-out
Whole class
(2 mins)

What next?

Learners reflect on:

1. How can you use what you have learned in the future?
2. Example: In the week ahead, keep an eye out for things that could symbolise different aspects of your/the class' identity

Slide notes are designed to support this Check out.