



# Understanding Myself

16+  
year olds

**Self Awareness.** The first step towards self knowledge is self awareness. Discovering more about who we are empowers us with the confidence and honesty to live authentically. While building a positive, comfortable environment develops the culture of trust that supports our self exploration.

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## Who am I?

Explore the many factors that shape who we are as individuals. Share these with peers to deepen relationships and develop class community.

## Can symbols define us?

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.

## Is my self knowledge shared?

Practise using feedback to develop an awareness of how important communication is in building a safe environment for sharing perspectives and 'seeing' ourselves.

Lesson Life-Skills

Self Awareness

Empathy

Communication

Perspective-taking



# Lesson Plan: Who am I?

## Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Learners will understand the activities in this lesson best when they are modelled and shared by the teacher.

## Equipment needed:

- Pen, paper, identity chart template printed (optional), class computer/projector.

Lesson Guide – Who am I?

**Purpose :** Explore the many factors that shape who we are as individuals. Share these with peers to deepen relationships and develop our class community.

**Equipment needed:** Pen, paper, computer, projector.

**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 Students		
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.	Remind learners how a classroom that explores CFL topics needs to look, feel and sound.
<b>Check-In</b> Whole Group (5 mins)	Learners think of how they have shown and received kindness during the week.	The question prompts on the slide help structure and personalise the discussion.
What is Kindness? How does kindness make us feel?	<ul style="list-style-type: none"> <li>● Watch the short video (2 mins) to show how other people describe kindness.</li> <li>● Use the slide prompts to support a class discussion</li> </ul>	
<b>Warm-Up</b> Whole Group (5 mins)	Learners stay in their pairs for the remainder of the lesson.	To support the discussion, consider that self-identity is how we see ourselves and our position in the world - it is who we think we are. A strong sense of identity helps us build confidence and develop consistency and integrity.
Who am I?	<ul style="list-style-type: none"> <li>● As learners watch the video, ask them to think how they may respond to the question 'Who am I?'</li> <li>● Discuss the reflection questions on the slide as a whole group.</li> </ul> <p>Elicit the learners initial ideas of why an awareness of our identity is important.</p>	
<b>Main Activity -</b> Individually (5 mins)	Learners draw out their own identity chart.	Project the identity chart template and students draw it.
Who am I?	<p>Learners will:</p> <ul style="list-style-type: none"> <li>● Draw or receive a template of the blank identity chart.</li> <li>● Review the 3 layers of identity with learners shown in the slide to start building an understanding of</li> </ul>	Some learners may need



# Lesson Video Guide: Who am I?

## Lesson support

Click on the video for a 5 minute introduction on how to approach this lesson.



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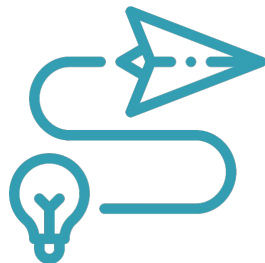
# Uni



## The 5 C's



**Collaborative**



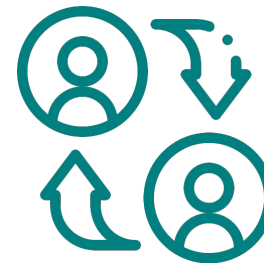
**Creative**



**Caring**



**Critical**



**Communication**

# Activity guide: Who am I?

Explore the many factors that shape who we are as individuals. Share these with peers to deepen relationships and develop our class community.



What is kindness?



Describing identity



Discovering personal  
identity



Understanding each  
other's identity

# Check-in: What is kindness?

In Pairs

Watch the video to see how kindness can be described.

In pairs describe:

- Kindness
- Share a recent act of kindness you showed someone
- Share a recent act of kindness someone showed you.



<https://kindness.org/kindlab>

# Warm-up: Who am I?

In Pairs

Watch the video

Briefly discuss:

- Feelings or insights that arose from the video.
- Respond to the reflection question in the video 'what does self identity mean to you?'



<https://www.youtube.com/@lessonsforself9397/about>



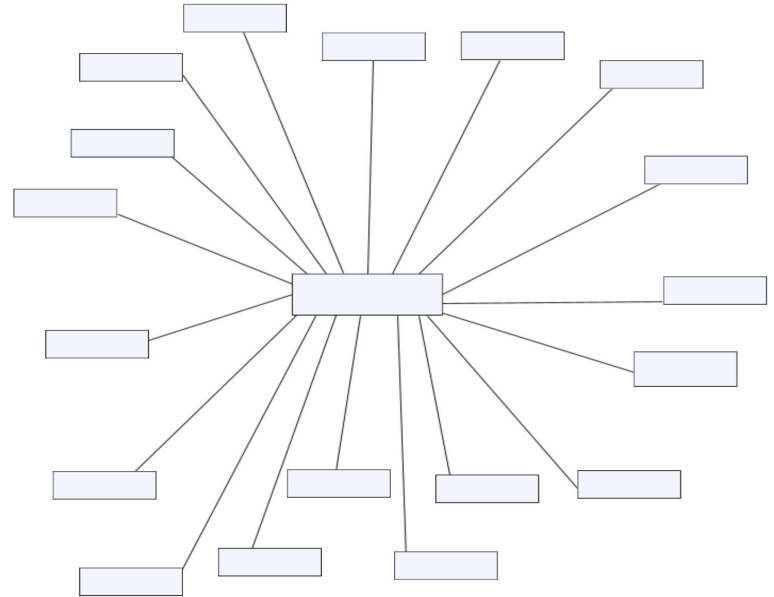
# Main task: Who am I?

Get a pen and paper for your identity chart.

Think about your identity in three parts:

- Unchanging aspects (core identity)
- Changing aspects (fluid identity)
- Labels that may describe us which could be correct or incorrect.

**Directions:** Write your name (or the name of another individual, group, or nation) in the center of the blank identity chart below. In the surrounding rectangles, write words or phrases that describe what you consider to be key aspects of your/their identity. **Double-click on the rectangles to write in them.**



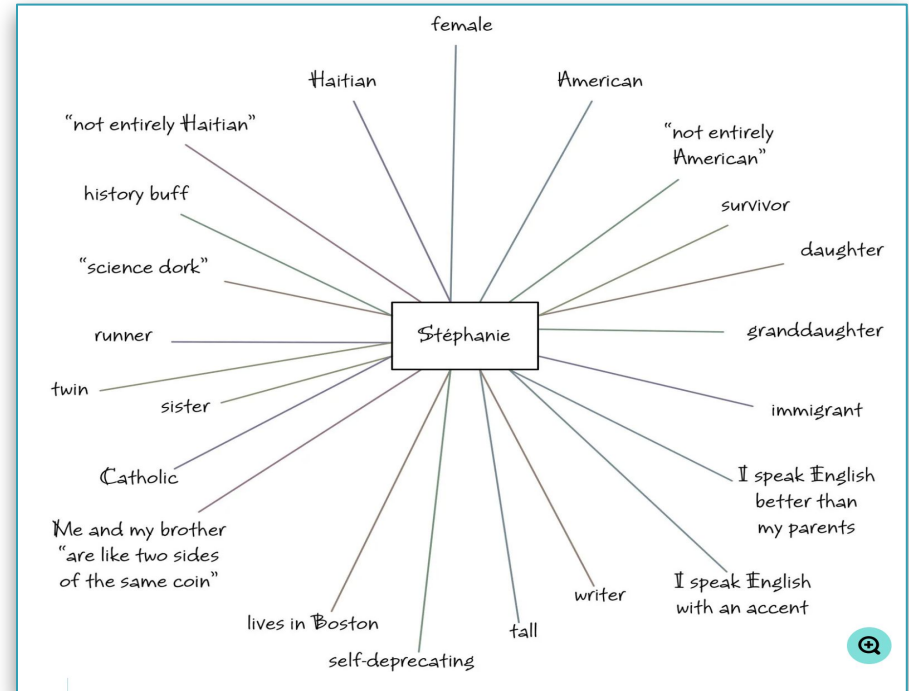


# Main task: Create your own identity chart

Individual  
activity

On your chart:

- Put yourself in the middle of the page
- Use arrows and words to show factors that influence your identity
- Circle words that represent unchanging aspects (core identity).



<https://www.facinghistory.org/resource-library/identity-charts-1#materials-downloads>

# Reflection: Sharing your identity charts

In Pairs

Move into friendship pairs.

Use the questions below to guide your conversation:

- Were you surprised by any aspects of my identity?
- What does [specific word on chart] mean to you?
- Has focusing on your identity made you think and feel?
- Can an awareness of you identities influence how may act?



\*Keep your identity charts, you will need it in future lessons.



# Reflection: How was this session?

Whole  
group



**Head:**  
Something that  
has made you  
think



**Heart:**  
Something that  
you have felt



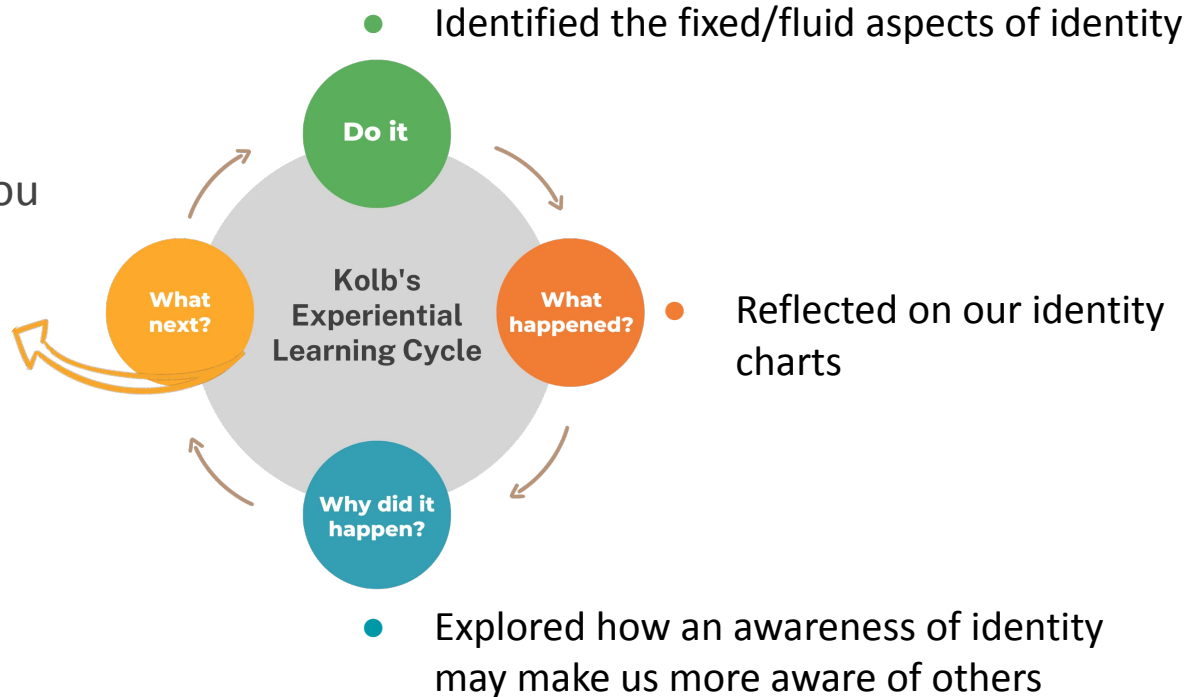
**Bin:**  
Something that  
you did not find  
interesting/useful



**Bag:**  
Something that you  
will remember, take  
away and reuse



- Share what you put in your 'bag' - what will you apply from what you learnt today?



# How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation





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