

Sample Module

BEING YOU

Self-Identity

Age Group: 12 - 14

Group Size: 25

Time Frame: 60 Minutes

Learning Objectives

1. To help participants develop self-esteem and confidence.
2. To encourage students to be proud of themselves.

Materials

glue magazines white paper markers
construction paper coloring pencils

Preparation

1. Collect a variety of magazines.
2. Set up the following stations:

magazines, glue, colouring pencils, markers, construction paper.

Notes

Depending on comfort level of the participants to share their artwork with others, and the classroom space available, these collages may be displayed to decorate the classroom to promote positive self-esteem and confidence.

"Everyone born in this world has a unique role that only he or she can fulfill."
Daisaku Ikeda

Instructions

Think: Ask participants to introduce themselves by giving their first names together with a positive adjective to describe themselves (i.e., Funny Frank, Happy Hannah). If the participant experiences difficulty with thinking of a positive adjective, encourage other students to help.

Distribute a sheet of white paper to each participant. Ask each participant to think of a theme for his or her personal collage (suggestion: use the positive adjectives they mentioned earlier as the theme). Participants will then create a collage by finding pictures, words, and/ or symbols from the magazines. Participants may choose to write their names on the front or the back of the collage.

OR

Participants may choose to create a collage that represents themselves by finding pictures, words, and or symbols (from magazines) of the following: favourite foods, favourite vacation destinations, people they admire, future dreams and goals (eg. for careers).

Participants may choose to write their names on the front or the back of the collage.

Pair and Share: Once participants have completed their collages, ask the students to find a partner to share their collages with. Participants are then asked to write a short paragraph about what they learned about their partner (include the use of positive adjectives to describe their partner).

Debriefing

Instructors should facilitate the discussion by asking the following questions:

- Why do you think we did this activity?
- Is it difficult to "be yourself"?

See the Closing points section to ensure the main points are discussed. Encourage students to share their experience of situations where they stayed true to themselves.

Closing Points

We all have a unique role in this world. That is why it is important for us to live in a way that is true to ourselves. Sometimes, however, this is easier said than done. Everyday we are constantly influenced by the media and peer pressure. From time to time, it is easy for us to forget who we are and fall prey to the influences from our environment. If we develop strong self-esteem and confidence, we will have the courage to face negative influences and turn them into positive learning experiences.