

# Lesson plan

## Self-awareness



**40**  
Minutes

**11-13**  
Age

### Learning outcome(s)

#### By the end of the lesson students will:

- Understand what is meant by identity and self-awareness
- Be able to describe themselves in terms of their interests, strengths and aspirations
- Be aware how self-awareness can help them

### Summary of the lesson

A starter activity, which includes work in pairs, focuses on the importance of names for our identity. Then students watch a short video of the Orange mobile TV advert to stimulate further discussion around identity. An Identity Circles exercise develops self-awareness by encouraging students to identify different things about themselves. Some students share their Identity Circles with the class. The session ends with students working in pairs to discuss the value of self-awareness.

#### Classroom requirements:

- Interactive board
- Accompanying PowerPoint slides
- Paper and pen for each student

#### Suitable for students aged:

11-13

#### Time required to complete tasks:

40 mins max

#### Skills builder framework



# Lesson activities

## 1. Names

Start a class discussion on why we need names, why our names are special to us and why we usually have a first name and a surname.

In pairs ask students to interview each other about their names. There are suggested questions on PowerPoint Slide 2.

Then lead a class discussion using the questions below on PowerPoint Slide 3.

- What does it feel like to be called names we don't like?
- Why is it wrong to make fun of people's names?
- What sort of things do people get called names about?
- What can we do to stop name calling?

Ensure students understand that some people can feel very sensitive about their name(s) and that sometimes people choose to change their names. Can anyone give an example of a celebrity who has changed their name?

Names are very important to us as part of our identity. What do we mean by the term identity? Ask for responses from the class. Answers could include some or all of the following: personal qualities or characteristics, beliefs, personalities, motivations and behaviours.

Then ask the class if anyone can articulate the distinction between identity and self-awareness. Then show the self-awareness definition on Power Point Slide 4.

**Time  
Required**

**15  
Min**

### Resources

PowerPoint Slide 2

### Resources

PowerPoint Slide 3

### Resources

PowerPoint Slide 4

## 2. Who am I?

Show the video of the Orange mobile TV advert 'I am...' as a stimulus to explore identity further.

What does the person in the advert mean by the statement 'I am who I am because of everyone'? Discuss how the person in the advert can be all those different things.

In pairs students discuss further questions that arise from watching the video – show PowerPoint Slide 5 for the questions. Note: to facilitate this activity you could first share some of your own experiences to help the students open up to each other.

**Time  
Required**

**25  
Min**

### Resources

Video link:  
<https://www.youtube.com/watch?v=1PuNxvdfhz8>

### Resources

PowerPoint Slide 5



## 2. Who am I? (continued)

Identity Circles: each student draws a large circle in the middle of a piece of paper with five outer circles. They draw a picture of themselves in the middle circle with their name. In the other circles they write or draw about different aspects of their identity as shown on PowerPoint Slide 6. Show the example on PowerPoint Slide 7 before they start the exercise.

OR if they prefer they can create their own logo for this activity, rather than using circles, as long as they include all the different elements on PowerPoint Slide 6. When they have done this if there is time you could ask for one or two volunteers to share their identity circles or logos with the class.

How can being self-aware help you as an individual? Ask students to brainstorm their ideas in pairs for a minute then feedback their ideas to the class.

In conclusion show PowerPoint Slide 8 which summarises how being self-aware will help your students.

### Resources

PowerPoint Slides 6 & 7

Paper and pen for each student

### Resources

PowerPoint Slide 8

## Differentiation

Some students may need help to identify what to include about themselves in the Identity Circles exercise.



## Extension activities

Students could keep a journal every day for the next week to record thoughts and feelings (it helps to understand what you are feeling and why). They could focus on writing about one thing each day that they have achieved or are proud of, and one thing they are struggling with or that's challenging them. Or if writing about their feelings doesn't appeal they could keep a more factual journal about where they have been and what they have been doing.

Students could practice listening to their self-talk (the messages your mind gives you) to help them think positively about themselves. One way to do this is to stand in front of a mirror and notice what thoughts come into your head. Are they positive, negative, or a mixture of both? Are they focused on your appearance or your personality? Write down what you find and then choose some more positive statements to say to yourself. Some examples of positive statements could be 'I am interesting', 'My worth as a person does not depend on how I look', or even 'I look amazing!'. Part of being self-aware is the ability to choose the right kind of self-talk for you.

Students who have a Morrisby account add one of these activities or an alternative goal to their Morrisby Action Plan.

