

IDENTITY

Objectives:

After this lesson, the students:

- Understand what identity means
- Know that having an identity is a human right
- Understand how one's identity is formed

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons.
- Introducing the lesson by asking the opinion of the students. Do you think you have the right to have an own identity? Why is identity important to people?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

Quote: "Identity cannot be found or fabricated but emerges from within".- Doug Couper.

IDENTITY

Warm-up

Goal: Students understand how people connect characteristics to people's identities.

- Step 1.** All students write down the name of a famous person on a post-it (i.e. Superman, Madonna, Ronaldo,...)
- Step 2.** Students pair up and give the post-it to the other person. The students put the post-it received on their forehead, without looking what is written down.
- Step 3.** Students have to guess what is written on the post-it, by asking Yes or No questions (i.e. Can I fly?). They have to take turns asking questions.

Information

Let the students read through the lesson content on their own, give them some time to form their own opinions and ask them if they have any questions. Share the information from the platform with the students.

- *If they have access to the platform you can ask them to read it on their own.*
- *You can create a Power point presentation where you create slides with images and the most important information*
- *You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.*
- *You could make handouts with the key information.*

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

- *Do young people find an own identity important?*
- *What elements influence young people's identity?*
- *What influenced your identity?*

Identity is about who you are! Having an identity is a human right! It recognizes your existence in society as an individual. For example, you have the right to a name, surname, nationality and among many other rights, you have the right to express yourself in the way you want:

- *Choosing your clothes*
- *Choosing your friends*
- *Showing your cultural identity*
- *Choosing your religion*
- *Expressing your feelings*

IDENTITY

You also have the right to have a sexual identity. This means that you can express your sexual orientation, choose your partner and choose to (not) identify with a gender. To know more about sexual identity, go to the lesson on sexuality.

To feel good about who you are, you need to make sure you have self-esteem, confidence and self-respect. You can get more confident by thinking positively about the things you are good at and what you like about yourself: "I am a good friend" or "I am a good student" or "I am good at sports"... If you think positive messages about you and your future, it is more likely it will happen!

Your identity forms while you grow up, and will be influenced by personal, environmental and cultural experiences. Belonging to a certain group, for example a family, friends, students, community, church, sports club can be important to develop your identity. Being part of a group, means you interact with other people. In interaction with other people, you learn and find out what your preferences are or what you dislike. When being part of a group, you can relate to or identify yourself with other people. This can positively affect your self-esteem. But also by being by yourself, you can learn who you are and who you really want to be!

Your body image is also part of your identity. Body image refers to how you evaluate your own body. It is normal that people have an opinion about their bodies, some people are perfectly happy with their body, others don't like a thing or two, and others don't like their bodies at all. Both men and women feel pressure to comply with a body image and might feel insecure about this.

Discuss

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- *You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.*
 - *What are the characteristics which really define you as a person?*
 - *How do your friends influence your identity?*
 - *Who are the people who influenced your identity while growing up?*
- *Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.*

Story:

Am I African enough?

Sometimes in February, a prominent Kenyan writer and African icon Binyavanga Wainaina came out; the reactions in the Kenyan media as well as barbershop conversations and roadside gatherings were full of hatred leaning to extremism. Among the arguments against his public disclosure was that homosexuality is un-African?

I have been largely puzzled by this un-African tag. It somehow points to the existence of a creation that defines what it means to be or not to be African. It also legitimizes behavior using a set of rules and guidelines based on nothing more than an "African" code of conduct. I am also similarly puzzled when I hear western-raised individuals declare themselves true Africans; or when young people are criticized of having lost touch with their African roots.

IDENTITY

Is anyone able to mentally grasp the African identity? Does being African mean anything beyond the borders that shape our continent? Should African be defined in comparison with others, or should it be based on inherent qualities that make up our "African-ness"?

Source: Voices of Youth

- *Use the quiz on the platform to reflect on identity and puberty changes. Read out the statements and ask the group to write down their answer individually and reflect on the statements. This is anonymously and they don't have to show their answer to others. At the end, ask students to count how many times they got a, b or c, and read out the answers for the three different outcomes.*

Quiz

Students are presented with various problems that occur during puberty and the various changes that happen to body and mind. For each of the statements, they need to answer the multiple choice question by clicking one of the options. There is a general feedback at the end of the game showing their personality (mostly a, b or c).

- 1.** *I like my body and the way I look: my appearance, my height, my hair, my face...*
 - always*
 - sometimes*
 - never*
- 2.** *I feel confident about who I am as a person: my habits, norms, values, wishes and dreams.*
 - always*
 - sometimes*
 - never*
- 3.** *I feel confident talking to people of the opposite sex*
 - always*
 - sometimes*
 - never*
- 4.** *I can accept compliments*
 - always*
 - sometimes*
 - never*
- 5.** *I am satisfied with who I am*
 - always*
 - sometimes*
 - never*
- 6.** *I feel confident about my future*
 - always*
 - sometimes*
 - never*

IDENTITY

7. I feel accepted by my family
- always
 - sometimes
 - never
8. I am important to my friends
- always
 - sometimes
 - never

Most a: You have a very positive image about yourself! This is great to have a high self-esteem! Maybe you can help other people who are less confident to also have this positive self-image. Explain them what your reasons of confidence are!

Tip: Keep it up and find something special about yourself every day. Also try to spread the good feelings by regularly giving compliments to others. Find something you admire in a friend or peer and tell them.

Most b: You sometimes doubt about yourself. This is totally normal. A lot of people are insecure, but try to focus on the things you like about yourself to boost your self-esteem and confidence.

Tip: Come up with a list of things you are good at and ask at least 3 people close to you, to tell you what they like about you. Don't worry they won't mind; you can also start by telling them something you admire about them. Create a list for yourself and repeat them to yourself daily. Say: I am !

Most c: You are a wonderful person the way you are, although it seems you might not feel this right now. Try not to mirror yourself to media or social images of how you think you should be! Everyone has a different identity and needs to be proud of who they are.

Tip: Come up with a list of things you are good at and ask at least 3 people close to you, to tell you what they like about you. Don't worry they won't mind; you can also start by telling them something you admire about them. Create a list for yourself and repeat them to yourself daily. Say: I am !

Practice

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.

Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

Presentation

Presentation skills are important to make some content or a message look very attractive. Read the tips below and start practicing your own presentation skills;

Presentation skills are also about presenting yourself. Make a short presentation about yourself; who are you, what are your ideals, what is your goal in life,... Make it a short but convincing presentation with the tips below, and practice it in the mirror first. Later, you can practice it with friends or family members.

IDENTITY

- *If you are using a PowerPoint for your presentation, try not to use too much text, but use visuals which support the information you are sharing. These can be graphics, images, animations or video's which introduce or explain the topic.*
- *If you do not have any attributes for your presentation, make sure you spice things up by using a lot of examples from real life practices. This makes concepts less difficult and easier to relate with.*
- *Ask questions! It is boring to listen to a monologue, so keep people interested by asking them about their experiences, examples or just fact based questions.*
- *Before your presentation, think carefully about the core message you want to send and why it is important.*

The main characteristics of a strong message:

- *Simplicity*
 - *Unexpected*
 - *Concrete*
 - *Credibility*
 - *Emotions*
 - *Story*
- *Plan and practice your presentation, this will make you feel more at ease, less nervous and more confident.*
 - *Speak slowly and comfortably*
 - *Don't make your presentation unnecessarily long, aim for quality instead*

Ask some questions before you start preparing your presentation;

- *How much time do you have?*
- *Who will be your audience?*
- *Where will you present?*
- *What does your audience expect from you?*
- *What is your goal?*
- *What medium and method will be most effective?*

Body language:

If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.

Read the tips below and then do this exercise;

- *Practice the different body languages described below in the mirror*
 - *Being defensive*
 - *Being open, relaxed*
 - *Being confident*
 - *Being bored*

IDENTITY

- *Being thoughtful*
- *Being angry or frustrated*
- *Being honest*
- *Being positive or negative*
- *Being impatient*
- *Being interested*

Posture – Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, slumping your shoulders, turning your hips sideways, and the like.

The tips below will help you with this:

- *Take an active listening pose by focusing on what the other person is saying, looking that person in the eyes and not being distracted by factors around you (such as you cell phone)*
- *Don't cross your arms over each other while talking, because this shows you are very defensive*
- *Shake hands when someone new enters the room to introduce yourself and connect with that person*
- *Have an open facial expression, for example by smiling*
- *Use your hands when talking, this will support what you are saying and make the audience better understand.*
- *Eye contact: Express feelings based on intensity and length of eye contact, and the like. Don't lock your eyes to only couple of people, but try to make everyone feel like you're talking to them.*
- *Movement: Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.*

Take action

Wrap up today's lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

- *Make a drawing of yourself and point out 5 of the characteristics which define you most. Next to each characteristic, write down how this evolved or who influenced this.*