

Educators' guide

Who am I?

Time: approx. 50 minutes

Introduction

The 'Who am I?' worksheet can be used as preparation for working with the online tool. It replaces the lesson 'Who am I?' in Learning path 1, Seeing & being. The questions and exercises offer learners the opportunity to think about themselves in relation to other people.

Summary

Everyone belongs to a range of groups and plays various parts. Learners reflect on their own identity. They are asked to consider which aspects of their identity they choose, which are given and which ones change over time.

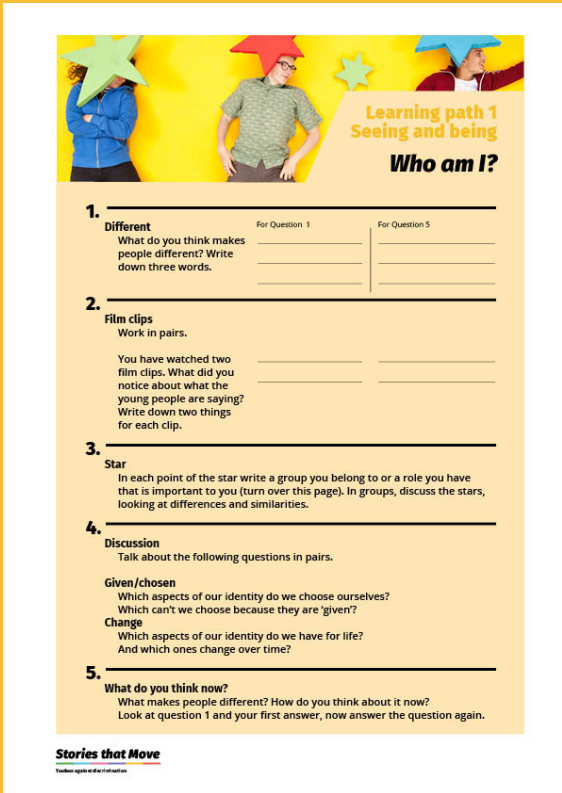
Important

In this worksheet learners are asked to share rather personal information. It is essential that all learners can trust that they will be treated with respect. Not only about things they share but also things they don't want to share. No one should be told he or she 'is' something.

1 – Different /Other

Ask learners to answer question 1. Emphasise that they should write their answers in the left-hand column. They will then discuss their replies in pairs. There will be a whole class discussion after question 5.

Don't worry if the answers seem superficial. This exercise gives learners a chance to share what they know and to discover what others know or want to know. In the final step (question 5) they will be given the opportunity to reflect on what they have learned since starting the worksheet.



Learning path 1
Seeing and being
Who am I?

- 1. Different**
What do you think makes people different? Write down three words.

	For Question 1	For Question 5
	_____	_____
	_____	_____
	_____	_____
- 2. Film clips**
Work in pairs.
You have watched two film clips. What did you notice about what the young people are saying? Write down two things for each clip.

	_____	_____
	_____	_____
	_____	_____
- 3. Star**
In each point of the star write a group you belong to or a role you have that is important to you (turn over this page). In groups, discuss the stars, looking at differences and similarities.
- 4. Discussion**
Talk about the following questions in pairs.
Given/chosen
Which aspects of our identity do we choose ourselves?
Which can't we choose because they are 'given'?
Change
Which aspects of our identity do we have for life?
And which ones change over time?
- 5. What do you think now?**
What makes people different? How do you think about it now?
Look at question 1 and your first answer, now answer the question again.

Stories that Move
Toolbox against discrimination

2 – Film clips

Decide in advance which two clips to use and whether a short introduction is needed before you show them. <https://www.storiesthatmove.org/en/videos-2/seeing-being/>.

Pick two clips of young people from different backgrounds.

Suggested film combinations:

Matej and Anna
Nued and Aya
Nick and Robin
Wael and Laurens

Have the learners work in pairs.

The intention of this question is that learners notice for themselves themes addressed in the clips. Talking about this should lead to a short discussion about what is important to who you are.



3 – Star

Explain the exercise. Learners are to make themselves a seven-pointed star, writing along each point a group they belong to or role that is important to them. Ensure that learners don't confuse roles with personal characteristics (such as being funny, clever or lazy). They must write on at least five points of the star.

It may help some learners if you provide an example yourself, such as: 'I am a teacher and also a father/mother'.

Divide the learners into groups of about four, as you think best. It can be important to put certain learners together or specifically keep others apart. Try to make the groups as diverse as possible.

4 – Discussion

Have the learners discuss the four questions, working in pairs. They should consider the groups and roles they wrote on their own stars and those they noticed on other stars.

If one pair finishes early, the following questions may add depth:

1. Important: which aspects of identity are only important in particular situations? Why? Which are always important? And why?
2. Difficult/easy: which aspects of identity make life easier? Why? Which make life harder? Why?
3. Power: which aspects of identity do powerful people usually have? Why? Which make people less powerful or even powerless? Why?

5 – What do you think now?

Learners review the answer they gave at the start of this learning path. Consider asking them for examples of new ideas they may have had, based on the key words they wrote down at question 1 (and 5).