

What makes me “me”

Time: 10 minutes

Materials:

- [Self-concept and Sexual Orientation PowerPoint presentation](#)
- Blank paper and pencil
- Marker and/or crayons (optional)

Instructions

- Review the Self-concept and sexual orientation PowerPoint presentation before completing this activity
- On a blank page, instruct students to draw or write a representation of themselves (e.g., self-portrait, graphic illustration of their own name, maybe a shape with a particular colour or pattern, etc.).
- Instruct students to build onto their illustration by adding different features that make up their own self-concept.
- Once they've completed their self-representation, invite students to discuss their representations with a partner or in small groups before opening a class discussion about the features they've drawn
 - What are some of the qualities or features you've chosen to include in your self-portrait?
 - What does feature/quality mean to you?
 - How do you think having a positive self-concept can help you in the future? How can being clear about who you are and recognizing your strengths help you deal with challenges you might face?

Variations

- After finishing PowerPoint presentation follow with any optional supplemental activities (i.e., Media and me)
- Build on the discussion with a writing activity in which students identify how their self-concept might help them stay true to themselves in the face of a challenge
 - Have each student identify a specific hypothetical challenge (preferably relating to relationships and/or puberty) and identify a way that their self-concept can help them make a decision that is healthy and in line with their values and priorities.

- Read-aloud or group reading: Couple this lesson with a read-aloud or group reading of a book that explores self-concept and challenges faced by middle schoolers in their interpersonal relationships. Examples of books include:
 - Wonder by R. J. Palacio
 - Stick Boy by Joan T. Zeier
 - Saving Montgomery Sole by Marika Tamaki.

As with all resources, Public Health recommends that these books are first read by the classroom teacher to ensure that they are appropriate for their students.

Throughout the story, pause and encourage students to reflect on aspects relating to development and relationships during puberty, such as:

- Changes the character's experience. How these changes are experienced by different characters and how this relates to their self-concepts.
- Self-esteem and self-concept of different characters
- Resources and protective factors of the characters (e.g., family, teachers, friends, skills and talents, self-awareness, goals, hobbies, etc.)
- Qualities that characterize different relationships as healthy or unhealthy
- Supplement and clarify information as needed, using the Core Knowledge Content