

# 1 My Identity

Finding the superpower in my self



## OBJECTIVES :

1. Be able to explain the term 'identity' in their own words.
2. Be able to identify the factors influencing their own sense of identity.
3. Be able to justify the statement 'Each person has a unique identity'.
4. Be able to develop a self report on their strengths, areas of development, opportunities and challenges.

## 1. What's in my name?

- What is the meaning of your name ?
- Do you want to change it ? Why ?
- Would you still be the same person if you had a different name ? Why ?



Encourage the students to neatly cover and decorate a 200 pages notebook.

All the activities in this book are to be solved in the notebook.

## 2. My Portrait :



Draw any picture that you think describes YOU. (It could be a sketch, an animal, a thing or anything abstract.) The images shown above are for reference purposes only. Write down a couple of lines to describe why you chose this portrait. Exchange your notebook with the person sitting next to you and understand his/her portrait.

### 3. My personal experiences :

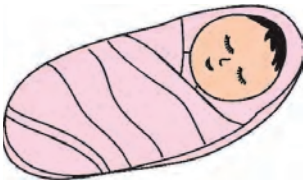


Some events / incidents (happy or sad), places you visit, books you read, movies you watch etc. have a deep impact on your life.

**These are called experiences.**



Identify at least three experiences in your life. They can be good or bad. e.g. Watching a movie based on a sports person ; Birth of your baby brother/sister ; Your parents helping somebody in need; Having met with an accident.



Or you can identify any other experience which is important for YOU. What you learn from your experiences helps to shape your personality. **Now think and write what you learnt from each of them.**

Encourage students to reflect on all the important experiences they have had since childhood.

Help them articulate 3 most important ones that have made an impact on their personality.

Help them reflect on what they learnt from the experience.

Experience

What I learnt?

### 4. People who inspire me :

Name at least three people who inspire you. It could be your parents, relatives, teachers, friends, celebrities or anybody else.

Name of the person.

Why they inspire me?



## 5. Things that make me proud of myself :

Very often, you feel proud and happy about yourself because of certain things you have done. Identify three things you did, which made you feel proud and happy about yourself.



After the students decorate the badges - Ask them to put it on their uniform and move randomly in the class.

When you say stop, the students form pairs with the nearest person and show their badges to each other and share the reason for getting it.

This way students will learn about each other, achievements.

Draw and decorate the trophies and badges in your notebook for each of the three things and award them to yourself. A few examples -



Awarded for helping my mother  
in the kitchen everyday



Awarded for helping the team  
win a kho-kho match



Awarded for saving  
somebody's life

Do not praise the students individually, instead praise their efforts or deeds.

Accept even small examples that students could be proud of.

Make the students realize that the things we are proud of depend a lot on our surroundings. They can change based on the environment in schools, geographical conditions and social factors etc.

Just as we are proud of some of our actions, we might be ashamed of some of our actions or incidents which happened to us. Try to think of them in your mind for a moment.

## 6. My Emotions and Feelings :

Your emotions and feelings play a very important role in deciding how you behave in different situations. This makes you unique.

You may behave differently in the same situation when you are angry, happy, scared or sad. It is important to be aware of how you feel in different situations.

In your notebook write about how you feel in the situations given below.

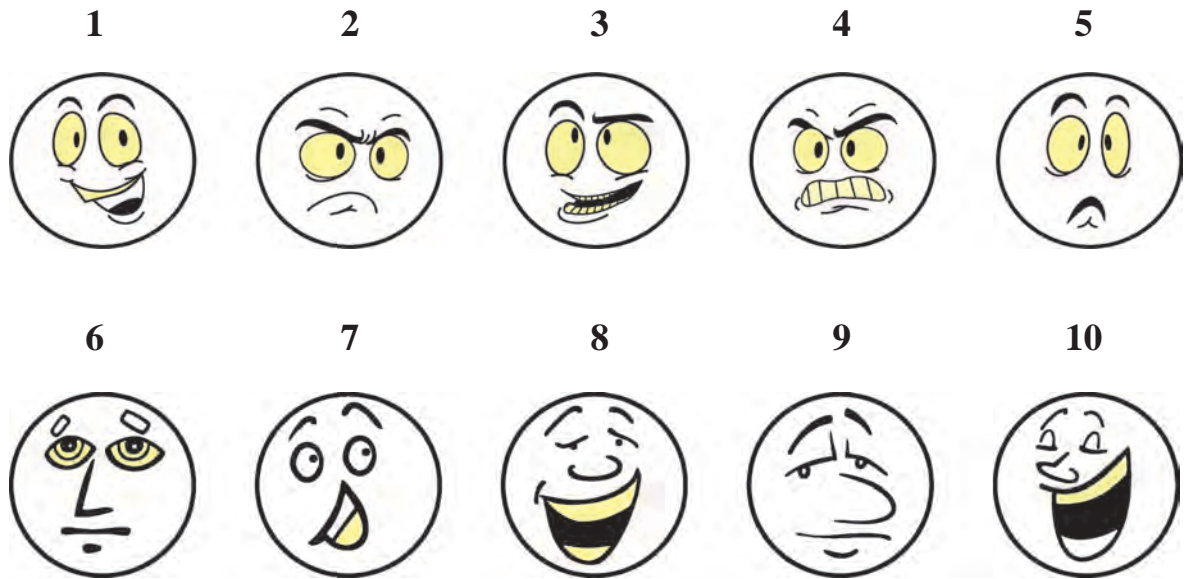
After the students complete the questionnaire read each situation and ask students with similar responses to raise their hands. The idea is to make the students realize that not everybody feels the same way in similar situations. Students can be also asked to reflect on how they would react in different fictional situations.

**How do you feel when -** Think about each situation and write down your reactions in your notebook.

<b>You lose in a competition</b>	<b>Somebody challenges you to do something difficult/ unfamiliar</b>	<b>You are in a crowded place</b>
1. Disappointed 2. Angry 3. Jealous 4. Nothing 5. Any Other	1. Enthusiastic 2. Afraid 3. Numb 4. Nothing 5. Any Other	1. At ease 2. Restless/Insecure 3. Active 4. Any Other
<b>Somebody praises you for something</b>	<b>Somebody criticizes you for something</b>	<b>You are alone</b>
1. Proud 2. Superior to others 3. Nothing 4. Any Other	1. Sad 2. Angry 3. Inferior to others 4. Disappointed 5. Any Other	1. At ease 2. Dull 3. Restless/Insecure 4. Any Other



**Identify the emotions in the pictures given below and write them in your notebook. Also write when you have experienced these emotions and if you have taken any extreme actions/ decisions at that time. If such extreme actions / decisions have caused any harm to you. Also think about how long you continue to experience such extreme emotions.**



### **Emotions and Thoughts :**

Think over the following sentences –

1. Why do some people 'feel afraid' of walking alone at night ? Because they 'think' they might be robbed.
2. Why do people 'feel happy' when they win a prize ? Because they 'think' that their efforts have yielded results.
3. Why do some people 'feel angry' if they are wrongly scolded for no mistake of theirs? Because they 'think' that it is unjust.

From the above examples it can be seen that our emotions and thoughts are inter related. If we can identify which thoughts cause an extreme emotional response in us, we will be able to manage our emotions and the extreme actions caused by them more effectively.

## 7. Roles I play :

You have to play multiple roles in your life like that of a student, friend, brother / sister etc. The society has certain expectations from each role.

It is important for you to be aware of all your roles and their responsibilities. Often, the society expects people playing a particular role eg. son / daughter / mother / father etc. to behave or think in a certain fixed manner. This is called STEREOTYPING.

Let us look at some commonly existing stereotypes.



Boys do not cry.  
Boys are always rough and tough.  
Boys do not work in the kitchen.



Girls cannot do heavy physical activity.  
Girls are meek and submissive.

Girls should know how to cook. Stitching and weaving should be done only by girls.



Mothers should give more priority to their kids than their career. Mothers have more responsibility towards the children than the father.



Fathers should take all the major decisions in the family.  
Fathers should earn to support the family.  
Husbands should earn more than their wives.

Discuss the examples given below in class and discuss the following -

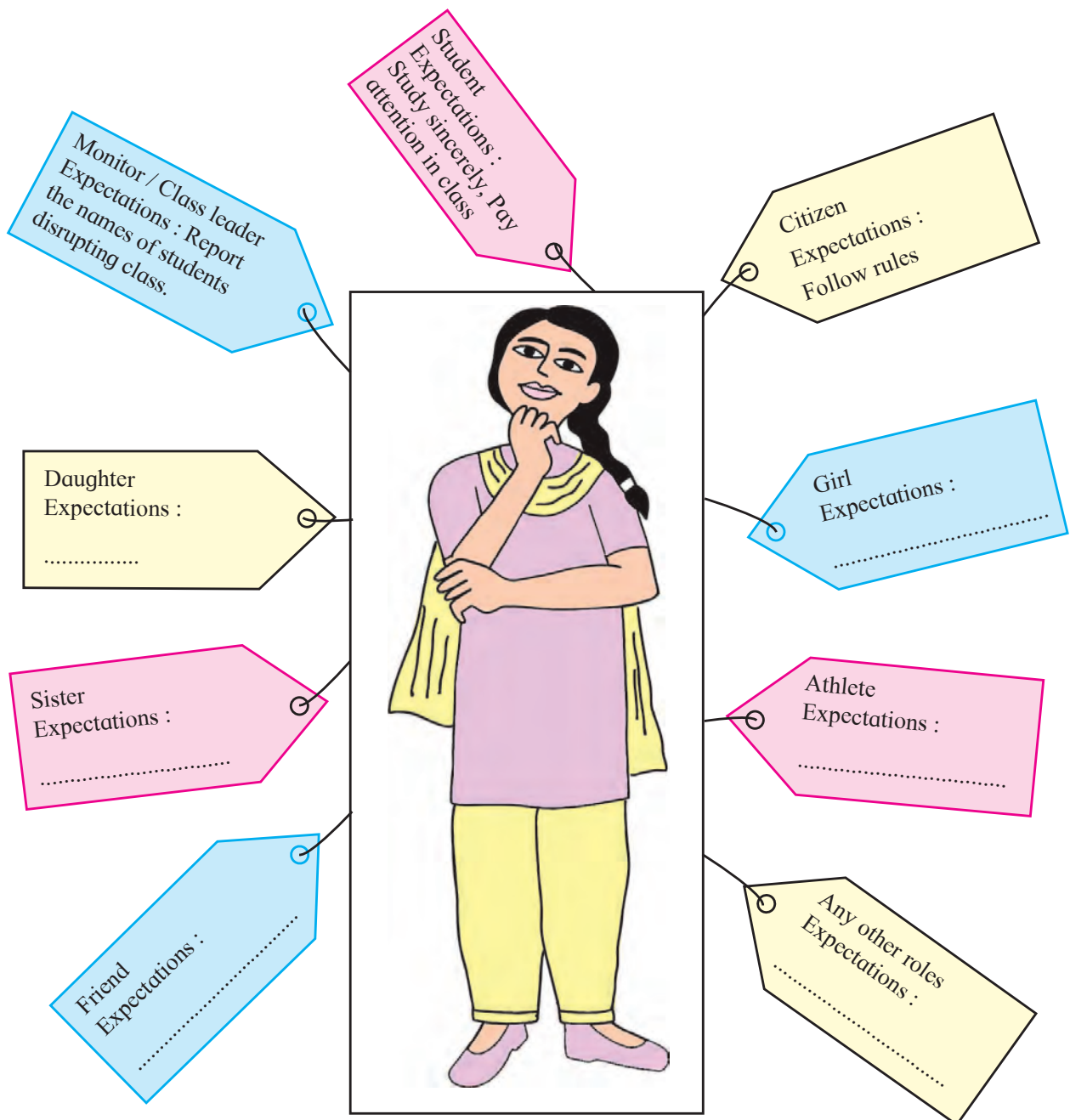
Does everybody agree with the statements? Why?

What could be some other roles and their stereotypes in the society?

Would the students want to change some stereotypes and why?

Make the students realize that the stereotypes are ideas which need not be true. They have been pre-existing in the society.

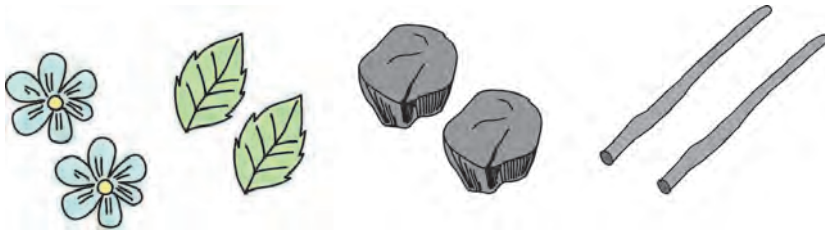
Now think of all the roles you play in your life and the expectations from each role. All the following roles may not be applicable to every student. Some expectations have been filled up for you. Similar to the chart given below, think and make one for yourself in your notebook.



## LET'S HAVE SOME FUN

### Find one like another!

Form groups of four. Each group should try to find two exactly similar natural things like flowers, leaves, stones, sticks etc. in the playground.

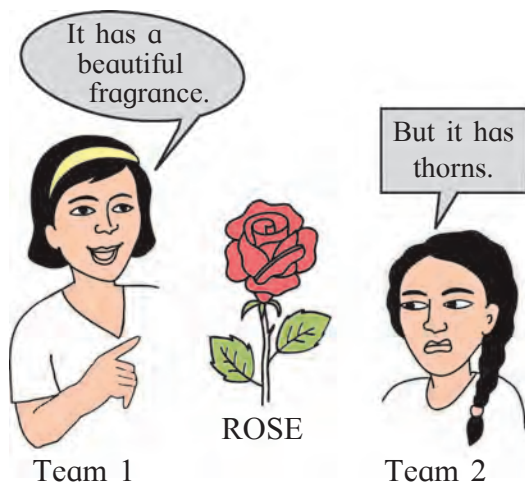


#### Discuss :

Did anybody collect two exactly similar things ? Why ?

Do you think this also applies to human beings ? How ?

There should not be even the minutest difference in the two things collected. The groups can take ten minutes for this exercise.



### Find faults!

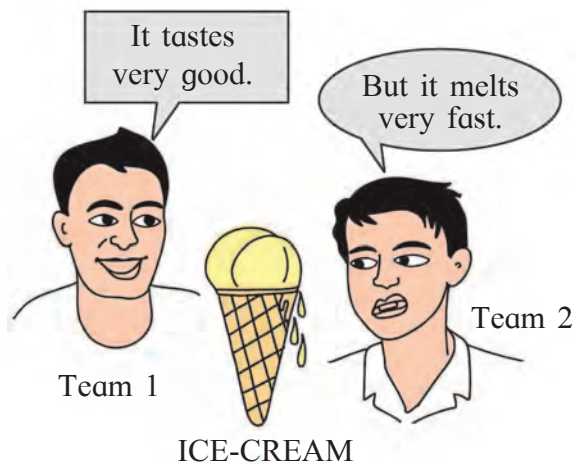
Form two groups in the class. Each group should name any one noun - place / animal / flower / fruit / car etc. and tell one good thing about it.

The other group should try and point out a not so good thing / limitation about the thing named by the first group. Now reverse the process. The team which cannot point out a limitation loses! Play the game for five minutes.

#### Discuss

Did they find a thing / an object which did not have some limitation?

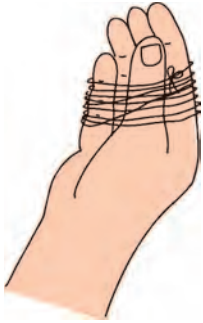
Does this also apply to human beings ? How ?





## LET'S HAVE SOME MORE FUN

### 1. Let's try these -



(a) Try to write with a pen, without using your index and middle finger. You can hold the pen using any of the remaining fingers.

(b) Take a small piece of rope or tape and tie your thumb to the rest of the fingers. Now try to pick up small articles from the ground or climb a tree or hold a heavy chair.

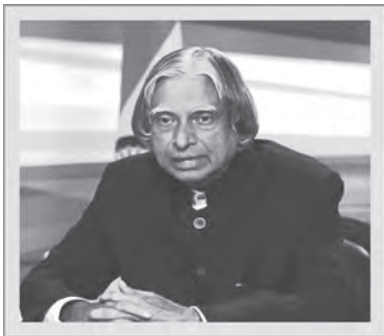
#### Discuss

Was it difficult to do both the tasks? Why?

What did they learn about the importance of different fingers?

### 2. Some Famous Personalities.

Collect information about the personalities given below. Which are the qualities in them that you like ?



Discuss the qualities you like in them. You can also discuss about the qualities you like in any other person you know. All the four personalities given here are famous in their own fields.



#### POINTS TO PONDER

- Every human being is unique and has different strengths.
- Just like we need all the five fingers to be able to fully utilize the potential of our hands, we need to recognize and develop the uniqueness in each person to be able to make progress and live happily as a society.

## READ AND UNDERSTAND

Everybody has some unique combination of physical features, qualities, traits, beliefs, behavioural patterns and feelings. These together form the self-identity of the person.



### My unique identity !

Think about yourself, your physical features, qualities, traits, beliefs, feelings, behavioural patterns etc. and write a poem about yourself in the format given below. Feel free to write what you feel without worrying about rhyming words.

I am ..... (your name)  
Child of ..... (your parents' names)  
Sibling of ..... (your brother and/or sister)  
I like ..... (3 things)  
I don't like ..... (3 things)  
I hate ..... (3 things)  
I have ..... (2 physical features / behavioural traits)  
I want to ..... (3 things)  
I am scared of ..... (1 thing)  
I dream of ..... (1 thing)  
I am determined to ..... (1 thing)  
I am proud of ..... (1 thing)

### POINTS TO PONDER

- Every human being is a mixed bag, with some strengths and some areas of development.
- It is important to identify your strengths and areas of development.
- While it is necessary to work on your areas of development, it is even more important to work on developing your strengths. It is also important to identify opportunities and challenges which are also unique to each individual.

## 8. Self report

A self report is a report you make to evaluate yourself. Identifying strengths, areas of development, opportunities and challenges help us improve upon them and make decisions based on them. Given below is an example of the ‘Self Report’. Carefully observe it.

CRITERIA	MY STRENGTHS	I NEED TO IMPROVE
<b>Knowledge</b>	I am good in language, Maths.	I am not so good in Social Science.
<b>Skills</b>	I can write poems and stories. I can cook well.	I face difficulty in public speaking. I am not a good sportsman.
<b>Attitude</b>	I can work hard consistently.	Many times I do not care for others feelings.
<b>Social</b> ( Concerning Parents / School / Relatives / Friends )	I make friends easily.	My decisions get influenced by my friends.
<b>Economic / Financial</b>	My parents are economically well off.	Financial Planning
CRITERIA	MY OPPORTUNITIES	MY CHALLENGE'S
<b>Knowledge / skills / attitude related</b>	I can make a career in Literature or related fields or in Mathematics, Hotel Management or related fields.	There are no colleges which offer a degree in literature in my village.
<b>Social</b> ( Concerning Parents / School / Relatives / Friends )	My parents value education and will not get me married early.	My relatives may pressurize my parents to get me married early.
<b>Socio-economic conditions</b>	My parents can support me to complete higher education.	My parents may not agree to send me to the city for higher education.

### Make a “Self Report”

Now look at your own strengths, areas of development, challenges and opportunities. Make a “Self Report” in your notebook.

This is a very important activity. Encourage the students to think about their strengths and areas of development.

Provide necessary local context to identify opportunities and challenges.

## ASSESSMENT RUBRICS

Following is a guideline for allotting marks to the students. This chapter is not about remembering information. It is meant to provide time and opportunity to think about oneself. Thus taking the students through the entire process is more important than whether they can fill in all information correctly.

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Participation actively in	Participated actively in completing the exercises/ tasks in the chapter, completed all activities in the book.	Completed all activities.	Copied answers from others.	
Completion of the chart about strengths, areas of improvement, opportunities.	Identified and articulated the strengths, areas of improvement, opportunities and challenges clearly.	Completed the chart but the strengths, areas of improvement, opportunities, challenges identified were too broad or general.	Copied answers from others.	
Completion of poem.	Poem shows deep reflection about himself / herself.	Poem shows superficial / incomplete thought.	Did not write poem.	



