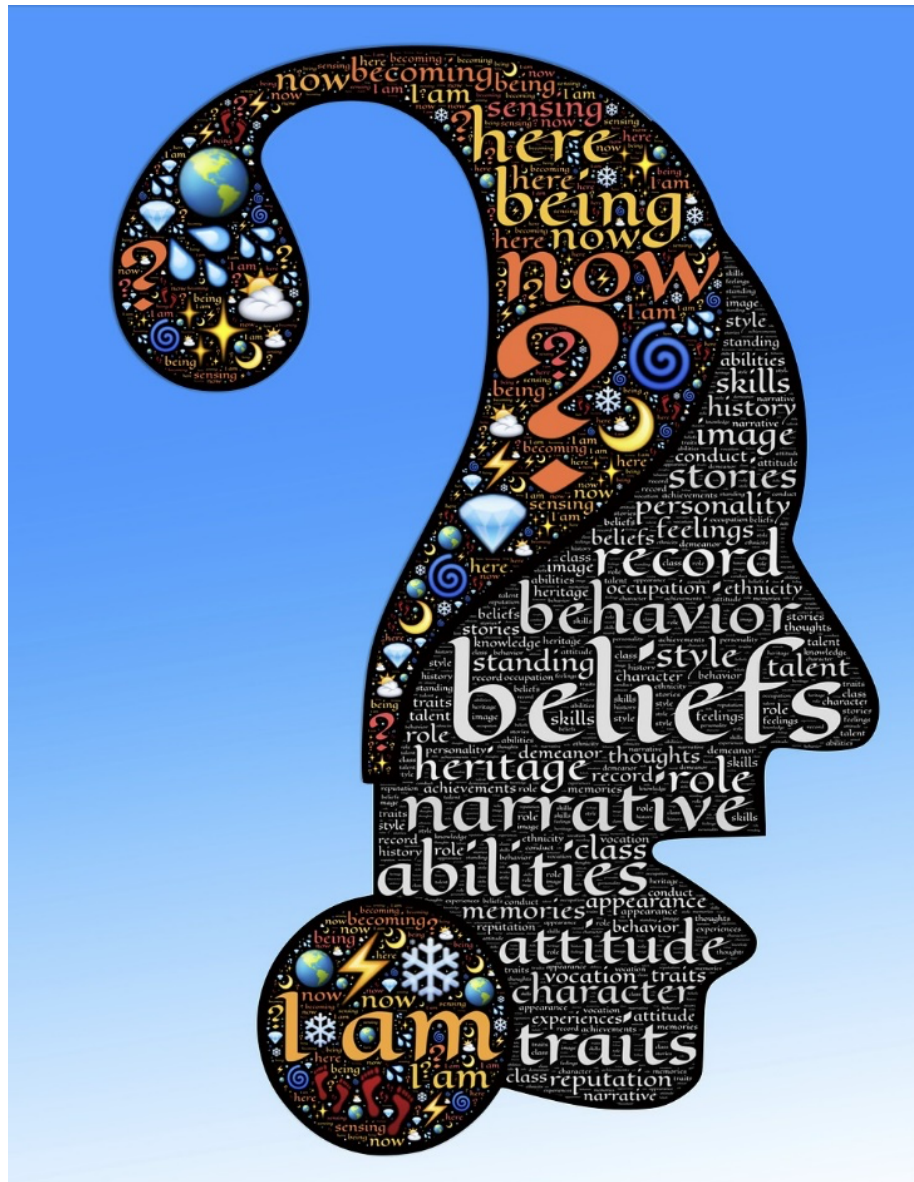


## Activity 1:

### Who am I?



**(A) Title of Card: Who am I?**

**(B) Competency (according to TLS), Element and Performance Criteria**

- Element 1: Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- Performance Criteria Level 1: Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.
- Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- Performance Criteria Level 1: Identify key elements of respectful and sensitive communication in different social contexts.
- Performance Criteria Level 2: Recognise the importance of respectful communication on building trust in diverse settings.

**(C) Purpose of activity:**

This activity aims at recognising and sharing students' identities.

**(D) Learning Outcomes:**

By the end of the lesson, students should be able to;

- Understand the meaning of identity.
- Recognise one's self-identity.
- Discover peers' identities.
- Communicate efficiently with peers.

**(E) Resources and Materials:**

Annex 1: The Hand Template

**(F) Teaching trajectories/Implementation guidelines:**

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**Step 1: Introduction**

- Begin with a class discussion about students' understanding of the term identity.

- Explain that identity refers a person's name and other facts about who they are. (Cambridge Dictionary)

### **Step 2: The Hand Template**

- Provide students with The Hand Template from Annex 1.
- Instruct students to fill in The Hand Template with relevant details that reflect who they are.

### **Step 3: Walking Around**

- After completing the template, allow students around ten minutes to walk in opposite directions and share with the maximum number of classmates who they are.
- It is important for them to also learn who their peers are.

### **Step 4: Sharing about their peers**

- Put the students in a circle.
- Invite each student to talk about one favourite characteristic of one of their peers s/he interacted with.

### **Step 5: Conclusion**

- Conclude the activity by highlighting common characteristics that have been identified among different students, putting the emphasis on the fact that despite they have different identities, they share many common characteristics.
- List the common characteristics on the whiteboard

### **(G) Assessment (Activity Sheet/Worksheet for Students):**

- Completion of 'The Hand' template.
- Ability to communicate effectively with their peers.
- Show respect and empathy during the activity.

### **(H) Extension of activity:**

The educator can ask the students to personalise their Hand Templates with coloured pencils, watercolour, coloured markers, etc.... and affix the students' works in a dedicated spot on the classroom's wall.

Annex 1

**My Favourite  
song:**

.....

**My Favourite  
animal:**

.....

**My Favourite  
activity:**

.....

**My Favourite  
food:**

.....

**My Favourite  
festival:**

.....

**Name:**

.....