

Authenticity: Classroom Lesson Plan

Lesson Topic:

My Authentic Self

Lesson Objective:

Students will be able to list the traits and preferences that make them unique.

Materials:

- Writing utensils
- **My Authentic Self** worksheets, one per student
- Whiteboard, overhead, or chart paper
- Projector or other method to watch the video

Advanced Preparation:

- Preview the [video](#) before sharing it with your students [3:46].
- Make copies of **My Authentic Self**, one per student.

Warm-up Activity:

1. Ask, "What does the word 'authenticity' mean?"
2. Direct students to turn and talk to a partner. After a minute of discussion, bring the class back together and ask students to share their ideas.

3. Work together to come to a class definition of the term authenticity (e.g., *"The quality of being real or true."*) Ensure this definition is written on the whiteboard, overhead, or chart paper for reference later in the lesson.

View the Video: "Authenticity"

1. Tell students they will be watching the video titled, "Authenticity".
2. Explain that the video shares powerful guidance from a variety of role models on the importance of staying true to yourself.
3. View the video together and invite students to formulate questions or comments about the ideas discussed in the video. Students should be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Ask, "What are the main pieces of advice the role models gave?"
3. Allow students to briefly chat with a partner. Then bring the class together to discuss their thoughts.
4. Work as a class to summarize the advice in "Authenticity" into 2-3 main points. Write these points on the whiteboard, overhead, or chart paper.
5. Say, "A great step towards being your authentic self is recognizing and celebrating all of the things that make you different and special."
6. Distribute **My Authentic Self** worksheets. Explain that students should fill out each section, being as authentic as possible.
7. Direct students to work individually to complete the **My Authentic Self** worksheet. Circulate to assist as necessary.

8. When students have completed **My Authentic Self**, divide students into pairs.
9. Use some or all of the following questions to discuss the **My Authentic Self** worksheets. For each question, ask students to compare their worksheet to their partner's, briefly discuss, then bring the class together to share students' ideas.
 - What do we have in common?
 - What differences do we have?
 - Do you think any two worksheets in this class are identical? Why or why not?
 - One role model told us that our differences are beautiful, and that differences are strengths. Why do you think this is true?
 - When trying to solve a problem, do you think it is better to work with people that are more similar to you or people that are more different? Why?
 - How can you be your authentic self? What things might you do or say at school? At home? With your friends?
10. Close the lesson by encouraging students to strive to be authentic in all their interactions. Reiterate the 2-3 main bullet points of wise advice the class summarized from "Authenticity". Encourage students to discuss the importance and challenges of being authentic with their friends and family.

Extension Activities:

1. Encourage students to keep an authenticity journal. Students should take a few minutes each day to summarize anything they said or did that felt authentic as well as anything they said or did that felt inauthentic. This journal can be used to notice situations or people who bring out authenticity in the student, to brainstorm ways to be more authentic in difficult situations, and more!
2. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore authenticity.

Related Questions to Explore:

- What does it mean to be “true to yourself”? What might cause someone to be inauthentic or not true to themselves?
- Why is it important to stand up for yourself or what you believe in? How do you feel when you do?
- What makes your “heart sing”? How can you make time for more of those things in your life?
- Have you ever felt pressured to act differently than you feel inside? What happened and how did you handle it?
- How can we help our friends feel comfortable being themselves around us? What can you say or do to show support?

THE BEST DAY EVER!

MY FAVORITE ACTIVITIES:

- _____
- _____
- _____
- _____
- _____

MY FAMILY

My Authentic Self

MY FAVORITE...

COLOR: _____

FOOD: _____

BOOK: _____

MOVIE: _____

MY SKILLS AND TALENTS



Ideas for Future Lessons/Activities Related to Authenticity:

1. Authenticity in Film: A Look at *Aladdin*, *Pinocchio*, and *Charlie and the Chocolate Factory*
2. What Would You Do? Challenging Situations for Students to Discuss and Roleplay
3. What Makes Me, Me! Identifying the Unique Parts of Your Personality
4. SMART Goals and Authenticity: Goalsetting for Your Authentic Self
5. Literature-Based Learning for Authenticity: Following the Lives of Famous Female Figures through their Biographies and Autobiographies
6. Standing Up for Yourself: Setting Boundaries and Cultivating Positive Relationships
7. The Golden Rule and Authenticity: Treating Yourself and Others with Compassion, Fairness, and Kindness