HOW I SEE MYSELF VERSUS HOW OTHERS SEE ME | *ANGST*

Overview

This curriculum is part of a series of interactive activities associated with the documentary film, *Angst.* In line with the mission of David Legacy's Foundation, the curriculum aims to support healthy habits and interactions among young people online. Recognizing the anxiety-inducing stage of young adulthood in the age of social media, this curriculum module cultivates strategies for listening among parents, caregivers, and their children, as well as within classrooms. These activities are also designed to combat the pressures involved in having online identities and the mental health impact of cyberbullying on young people.

How do our understandings of ourselves come into conflict with the broader social sphere? In this activity, viewers of the film will examine their identity *vis-à-vis* how they "appear" to others. Later, they will share with others their analysis of self vs. how others may see them in an interactive presentation.

Disclaimer

The activities in this package are provided to support family conversations around the topics shared in the *Angst* screening and can be used at your discretion.

If at any time there are concerns about the well-being of a participant, please feel free to discontinue the activity.

Aims

Viewers of the film will generate a list of identity makers that reflect their view of themselves; additionally, they will examine how others might see them.

Materials

- ★ How I See Myself, How Others See Me graphic organizer (see below)
- ★ Art Supplies
- ★ Tape
- ★ Sticky notes

Getting Started

Frame the activity as an exercise in thinking about identity, or the multiple categories that describe our relationships to our families, backgrounds, interests, and society. Explain how sometimes the way that we see ourselves is vastly different than how we appear to others.

Importantly, the facilitator of the activity should note that each person has their own level of comfort in disclosing personal information. Each activity should begin with an encouragement to participate in those activities at their own comfort level. Participants should only share voluntarily.

Activities

- ★ In the inner circle, participants will take a few minutes to brainstorm how they "see themselves." Inside this circle, they might consider:
    - ○ Personality
    - ○ Meanings of name
    - ○ Racial or ethnic identity
    - ○ Gender
    - ○ Abilities
    - ○ Immigration status
    - ○ Hobbies or extra-curricular activities
    - ○ Place or home country
    - ○ Job or profession
    - ○ Language
    - ○ Physical characteristics
    - ○ Technology

- ★ Then, ask the participants to consider how others see them. Give a few prompts: *When others see you on the outside, what do they see? How might they judge you? What labels might they put on you?* In the outer circle, participants should write or draw

labels, stereotypes, and assumptions that people may make about them.

★ Give participants plenty of time to create their lists. If desired, provide art supplies so that they can add sketches or artistic touches to their graphic organizer.

Wrapping Up

Give participants a piece of tape and ask them to create a "Gallery Wall" of their circles around the room.

Pass out a stack of sticky notes. As participants wander around the room, they should write and post a comment next to their peers' circles. Remind participants that the sticky notes should be positive, express appreciation, or give a comment. Some sentence starters for the sticky notes might include:
- "I like how…"
- "I also…"
- "This connected with me because…"
- "I notice how…"

After participants have a chance to wander around the gallery and post comments, gather again as a whole group. Ask participants to share aloud some reflections: *What did you notice about all of the circles? What differences were there, if any, between the inner circle and the outer circle? What did you learn about yourself from the activity? About others?*

Extensions

Participates can extend the identity work of the circles by creating a series of photos or short videos that reflect their "inner" vs. "outer" identities. If they'd like, they can post these photos on their social media with an "artist statement" about the work.

Appendix

How I See Myself, How Others See Me

Directions

In the inner circle, brainstorm words or sketch images that reflect your core identity. These words can reflect your <u>interests</u>, <u>places</u> you've lived or affiliate with, your <u>racial</u> or <u>ethnic</u> heritage, your <u>gender</u> identity, or other markers that make up your complex selfhood.

In the outer circle, consider how you appear to others. Sketch or write out the ways that others have <u>stereotyped</u> or labeled you, or made <u>assumptions</u> based on how you look.