WP3 - POWERPACK TOOLKIT ACTIVITIES

Identity & Self-Esteem: "Identity Circle Game: Many parts, One me"

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1. General Information

Well-being dimension: Identity & Self-esteem
Target age group: 7-12 years (early to late primary)
Activity format: Creative, movement-based game with individual and group reflection
Duration: 30-45 minutes
Group size: Individual activity + small groups (3-5 students) or whole class
Transversal approach: Identity, self-esteem, and inclusion are integrated into daily classroom practice across subjects and social interactions, applying a transversal approach

2. Learning Objectives

- Recognize that identity is made up of many different elements
- Appreciate similarities and differences between themselves and others
- Understand that diversity strengthens inclusion and group belonging

3. Materials Needed

- Chalk/tape/hoops for floor circles
- Identity Theme Cards

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4. Activity Steps

Step 1: : Introduction - What Is Identity? (5-7 minutes)

- Explain that identity means “the many things that make you you.”
- Emphasize that: Everyone has different identities, No identity is better than another, Sharing is always a choice
- Introduce the Identity Circle as a playful way to explore this

Step 2: Create Your Identity Circle (10-15 minutes)

- Place large circles on the floor using tape or hoops
- Pupils stand in the center and place cards or objects around themselves
- Movement makes the activity more engaging and accessible

Step 3: The Inclusion Game - Find the Connection (10-15 minutes)

- Students form small groups
- Each pupil chooses one identity element they feel comfortable sharing
- Group members find: One similarity + One difference
- The rule: Every difference must be named as a strength

Step 4: Class Reflection - Belonging Together (5-8 minutes)

- Ask students: “Did you notice something you share with someone you didn’t expect?”, and “How do our differences help our class?”
- Create a short class statement: “In our class, everyone belongs because…”

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5. Teacher Notes & Tips

- Never require children to share sensitive information (e.g. faith, family situation). Always offer neutral alternatives
- As an inclusion focus, reinforce that identities can change and grow over time
- The life-size version works especially well for small classes or active learners

6. Reflection prompt for students

- What part of your identity do you like sharing with others?
- What difference did you notice that can be a strength?
- How can we make sure everyone feels included in our class?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Focus on hobbies, favourite activities, and things children enjoy; allow drawing instead of writing

Medium Version (Upper Primary / more independence):

- Introduce more abstract themes such as values, goals, or personal strengths

Adaptations for Students with Special Needs:

- Work in pairs or very small groups, or allow individual participation if group interaction is challenging
- Allow children to sit, stand, or move at their own pace; reduce movement if it causes overstimulation
- Explain each step clearly and maintain a predictable structure to reduce anxiety

8. References (methodological approach)

This activity draws on social-emotional learning frameworks, inclusive education practices, and experiential learning. It supports identity and self-esteem development by encouraging reflection, dialogue, and mutual respect within a safe learning environment. A transversal approach is applied by integrating inclusion and diversity into daily classroom interactions rather than addressing them as a separate subject

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FAMILY

People who care about me
(They can look different for everyone)

HOBBIES

Things I enjoy doing in my free time

CULTURE

Traditions, food, music, or customs that are important to me

LANGUAGES

Languages I speak, hear, or would like to learn

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TALENTS

Things I am good at or learning to be good at

SKILLS

Things I practice or improve with effort

VALUES

Things that matter to me
(e.g. kindness, honesty, fairness, respect)

LEARNING

How I learn best or what I enjoy learning

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THINGS I LIKE

Things that make me happy

Things I'm Proud Of

Something I have achieved or tried hard to do

NEUTRAL

Something I Keep Private
I don't have to share everything, and that's okay

NEUTRAL

Something I Keep Private
I don't have to share everything, and that's okay

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COMMUNITY

Groups or places where I feel I belong

Goals & Dreams

Something I would like to learn or achieve

Challenges I'm Working On

Something that is not easy yet

Things That Changed

Something about me that has changed over time

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