



**AUTHENTICALLY ME!**

**Contact Dina:**  
[dina@lessons-in-self.com](mailto:dina@lessons-in-self.com)

# Lessons-in-Self - ELT for Life's Purposes

**Life and Education beautifully blended.  
Simply, it's Education for Life.**

What if our English language lessons could make a **real** difference to our learners' lives? What if our lessons not only **developed our learners' English language skills**, but also supported their **personal growth, wellbeing and success** through the process of learning English?

**Lessons-in-Self – ELT for Life's Purposes aims to do just that!**

Offering effective **dual-purpose** language learning and education for life tools, you and your learners will experience inspirational and creatively empowering lessons that simultaneously promote language learning, personal growth, wellbeing and success. Linguistically, while lessons appear simple and unassuming on the surface, they have the ability to deeply and meaningfully engage both you and your learners, providing a connected, rich and personalised language learning and teaching experience.

**If you want creative and transformational approaches to ELT, want to support your learners' English language development AND promote personal growth, well-being and success, then you've come to the right place!**

**Firstly, let me ask you some questions** *(hands up please!)* 🙋

- ▶ Has your well-intended lesson ever fallen flat?
- ▶ Have you not enjoyed the lessons you've had to teach, wanted to do more, but just don't have the time?
- ▶ Have you found your learners become disengaged mid-way because the topic is boring, irrelevant and outdated; who's this person exactly? Oh, but hasn't that changed?
- ▶ Have you found there are times the topic generates minimal responses, lacks in real personalised engagement often truly finding out about the person behind the learner once you've finished teaching that particular group (really, wow I had no idea that you were interested in....., that you want to....., etc.)?
- ▶ Have you wished there were more meaningful topics that connect you, the teacher, personally with your learners, universal topics that teachers and learners can equally relate to?
- ▶ Have you wished there were more opportunities for your learners to be so involved with the content they have real and meaningful reasons to communicate and express themselves in English, so much so they actually forget that they're learning English?
- ▶ You teach because you want to positively impact the life of your learners?

*If you've answered **YES** to any of these questions,  
how about you give this lesson a try!*



## A word or two about the lessons

Through an experiential learning approach, the lessons I've created provide tools and techniques that aim to foster personal growth, wellbeing and success. These are tools I've learnt and applied in my own life and are founded on scientifically tried and tested tools and interventions of positive psychology, wellbeing and principles for success.

Simple, effective teaching resources, the lessons that make up ELT for Life's Purposes require little if any preparation, can be implemented immediately and can supplement **any** coursebook syllabus. What's more you are free to adapt the tools to suit your teaching context, you don't have to stick to the lesson step-by-step. You can easily make the lesson work for you and your teaching context.

With over 23 years teaching experience, and as a teacher educator and trainer the lessons are also founded on solid education and ELT teaching methods. Lessons focus on the language skills (reading, writing, listening and speaking), grammar and vocabulary. The only difference is - **it's ELT with a creative transformational difference!**

Lessons are suitable for teens (13 years and up) adults, from a A2-C2 level of English. With very minor tweaks, lessons can be adapted to suit any level. This lesson gives you a taster of my ELT for Life's Purposes programme, which I've taught in various educational contexts and presented at national and international teachers' conferences. I've tried and tested my lessons and the results have been phenomenal.

## It starts with YOU!

Before you implement this lesson, I urge you, in fact I totally insist you try it out for yourself. In fact, in all my live workshops and teacher training seminars, I promote an experiential learning approach. I believe we can't promote the benefits of what we want to teach and the effects of change unless we first 'practise what we teach!'

**Just simply follow the instructions and dare to dive in and see what happens to you as a result!**

**This FREE lesson is only the beginning. I'm in the process of creating a teacher's resource and membership site which will include downloadable simple and effective lesson plans and resources, videos, masterclasses, a private community of likeminded teachers and so much more. Interested? Then Sign up to join my mailing list and be the one of the first to be informed of my special launch offer and receive updates and more lessons to try out!**

And finally.....your feedback is much appreciated and will help me on this journey, so please feel free to let me know how the lesson went and/or if you have any questions – would love to hear from you:  
[dina@lessons-in-self.com](mailto:dina@lessons-in-self.com)

*"If what a student says makes little or no difference to him or her, it has little 'depth', but if the energy from the learning experience makes a difference, if it is deep, then it 'draws more energy from the learner's 'world of meaningful action', and in turn it helps to shape that world." - Earl Stevic*

# AUTHENTICALLY ME!

*"We are born to be authentic. Authenticity is our natural state."*

- Prof. Stephan Joseph

## Level & Age:

B1 upwards, 15+ / adults

## Life's Purpose Topic:

Authentically Me!

## Life's Goal:

to start to explore who we really are

## Interaction:

Individual, pair and/or small groups

## Primary Skills:

writing and speaking

## Time:

45 minutes (can be adapted accordingly)

## Language Focus:

- present simple
- expressions to talk/write about self
- 2nd conditional for possibility

## Preparation:

Digital or hard-copy of the tool-sheet for each learner **OR** cards

**Background:** For many of us, knowing who we really are, being the person we are destined to be becomes marred by the constant endeavour to 'fit in' to be the person that our parents, teachers, boss, husband, wife, friends want us to be. In doing so, we can forget who we are and living up to others view of us can become a struggle to keep up with. As I found out, which led to a complete mental and physical breakdown - I wanted to be me, wanted to show my true self irrespective if it fitted in with how others thought Dina should be. But who was I and how could I become authentically me?

According to Joseph (2016) an authentic person knows themselves and their motivations, they own the choices they make, are open, transparent, honest and stand their ground for what they believe in. They may not know exactly where their life's journey is taking them, but they follow a path that feels right for them rather than one that others have prescribed for them. So who are you?

This simple lesson aims to start the connection with our authentic self.

## It starts with you

To start with, you can sit quietly with some gentle music playing in the background. Closing your eyes, start to visualise yourself as someone else seeing you in a crowd. What do you notice about this person? What are they wearing? What do they look like? Now zoom your focus into you and ask yourself the following questions:

- ▶ Who do I think I am?
- ▶ What do I really love about myself?
- ▶ When do I truly feel most happy?
- ▶ What am I grateful for?

Once you've contemplated and answered these questions, take the **Authentically Me!** toolsheet and complete the sentence starters (statements) as honestly and authentically as you can, if it feels right, then write it - just write without editing or re-reading anything just yet wait until the end of the process. When you've finished, leave what you've written for a couple of hours, or even a day and then come back your words and reflect on your answers.

*What discoveries did you make?* 



## In class procedure

### *Activation:*

1. Choose some visuals of people of different ages and ethnicities - you can find free images on **unsplash** and ask your learners the activation questions to get them interested in the topic:
  - ▶ Who do you think this person is?
  - ▶ What does he/she love about themselves?
  - ▶ When does he/she feel most happy?
  - ▶ What do they like doing?

**Teacher's Side-Note:** The activation aims to get your learners to make predictions about the people they see in the photos based on their first impressions. The idea here is that we tend to make judgements about others and think we know who a person is, what they do, who they are based on what we see. The question is how do we know this is who this person really is?

### *Main Task: Using the Authentically Me! toolSheet*

2. Tell learners that today they're going to discover a little bit more about themselves, their authentic selves or who they truly are. To start with, ask them to close their eyes and play some gentle background music, use the procedure in **It starts with you.**
3. Learners get a copy of the **Authentically Me!** toolsheet in your preferred format. Assign a time that you think your learners need to complete the toolsheet. 15-20 minutes should be more than enough time for all learners to complete it. Monitor your learners, helping individuals when needed and keep gentle music playing in the background (if you want!)

**Teacher's Side-Note:** There are 10 sentence starters (statements), some of these may be a little revealing and you may find that your learners might not want to complete every statement, and that's okay too as they can always go back to the toolsheet when they feel more confident in doing so. The aim is to get them to complete all the statements, however, if you have learners who aren't quite ready, then no worries, ask them to choose at least 5 of the statements they currently feel comfortable in completing.

4. Once completed, ask the learners to work in pairs or in small groups. Using the **Authentically Me!** cards, shuffle and place them facedown. Each learner takes turn in picking a card i.e. "My best characteristic is....." and each learner can share what they have written. They can 'pass' on the ones they haven't completed.

### **Alternative Procedure:** *Using the Authentically Me! Statement Cards*

1. Following the activation phases. Tell learners that today we're going to discover a little bit more about ourselves, their authentic selves or who they truly are.
2. On a PPT, or on the blackboard share the sentence starters (statements). Tell them these are the statements that we will be using. Now tell them, that each learner will receive an empty card and they are to write another sentence starter. Go round and help your learners create additional authentically me! statements. Once they've written their card, ask your learners to sit in small groups of 3.
3. Using the **Authentically Me!** cards, including their own shuffle and place them facedown. Each learner takes turn in picking a card i.e. "My best characteristic is....." and each learner can share what they have written. They can 'pass' on three statements.

4. As learners are working in groups, monitor the language they are using, finding opportunities to identify any common errors which you can use in a focus on form phase once they've completed the task.
5. Once learners have gone through the **Authentically Me!** statement cards, use the language which you identified (grammatical or lexical items).

**Teacher's Side-Note:** The grammatical or lexical focus really depends on the level of your learners. Instead of omitting structures from the **Authentically Me!** toolsheet/cards that you think your learners don't know, or will find difficult use it as an opportunity to see how they cope with sentence starter, using this to inform you which language structures you can explicitly teach your learners.

For example, perhaps most learners have problems with formulating certain structures or chunks i.e. 'I could be happier if.....' statement, which is an example of the 2nd Conditional for expressing possibility. You can use this to focus on the 2nd conditional. Don't worry whether or not learners 'haven't learnt this yet!' form yet, they need this structure to formulate meaning so this affords an opportunity to teach it. Not very dissimilar from CLIL, where language (grammar and vocabulary) is dealt with as it comes up and is required for the content - the same applies here. Here are some teaching suggestions using a discovery approach:

### Teaching Suggestions:

- Write the structure on the board using your students sentences (ask first!) e.g.
  - \* I could be happier if I had more time to read.
  - \* I could be happier if I worked in a different company.
  - \* I could be happier if I had a girl/boyfriend.
- In contrast, find a couple of sentences which are not quite right: 😊
  - \* I could be happier if I have time read my book in the night.
  - \* I could be happier if I work in other company.
  - \* I could be happier if I have had a girl/boyfriend.
- Then ask your learners, what do they notice about the 'correct' statements vs the 'incorrect ones' - why are they incorrect? Elicit answers from learners. Ask a learner to come up to the board and correct the sentences.
- Ask them what is the pattern of this structure: I could be more happier + if + past simple. This structure is the 2nd second conditional to talk about possibility.
- Then write the the following:
  - \* I could be healthier if \_\_\_\_\_
  - \* I could be faster if \_\_\_\_\_
  - \* I could be on time to school/work if I \_\_\_\_\_
- Learners complete these sentences and create their own based on their own possibilities or even using other general topics.

### Additional Resources & Links:

- Check out this article by Professor Stephen Joseph **Qualities of Truly Authentic People**
- Want to learn more. Read **Authentic - How to be yourself and why it matters** by **Professor Stephen Joseph**. You can [order your copy here](#)



Photo by Nicholas Green on Unsplash

## Examples of visuals

Choose your own on [Unsplash](https://unsplash.com).



Photo by Ayo Ogunseinde on Unsplash



Photo by KAL VISUALS on Unsplash



Photo by Nathan Anderson on Unsplash



## AUTHENTICALLY ME!

**Instructions:** Today you're going to discover a little bit more about yourself, your authentic self who you truly are. Complete the following sentences as openly and honestly as you can. You don't have to complete every statement, if you're not ready to - but aim for 5!

I think I am -----  
-----

I really love -----  
-----

My best characteristic is-----  
-----

I like -----  
-----

I wish that I -----  
-----

I feel good when -----  
-----

I could be happier if -----  
-----

I don't like people who -----  
-----

My dream is to-----  
-----

I would like to be-----  
-----

I would like to have -----  
-----

**I think I am .....**



**I feel good when .....**



**I really love .....**



**I could be happier if.....**



**I like.....**



**I don't like people who...**



**My best characteristic  
is .....**



**I would like to be.....**



**I wish that I .....**



**I would like to have.....**





Thank you!

Loved this lesson, want to know when more lessons are coming out, and be the first to find out about **Lessons-in-Self - ELT for Life's Purposes Education for Life Programmes when I launch?**



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