



THE UMBRELLA PROJECT

AUTHENTICITY
HIGH SCHOOL LESSON PLAN



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LESSON PLAN

MODULE OVERVIEW

The goal of this module is for students to recognize examples of authenticity in their own lives and to identify the benefits and challenges of demonstrating authenticity. This lesson will be delivered in two parts: An in-class lesson the first week and a peer-to-peer discussion period the following week.

LEARNING GOALS

To recognize examples of authenticity in our lives and to identify the challenges and benefits of demonstrating authenticity.

SUCCESS CRITERIA

- I can define authenticity;
- I can recognize examples of authenticity in the world;
- I can give examples of the benefits of authenticity;
- I can give examples of situations when it is hard to show authenticity;
- I can practice authenticity by staying true to my values and beliefs while by being genuine;
- I can apply authenticity by making sure that my actions match my words and values;
- I can understand that authenticity is important for my well-being and that of others.



WHAT YOU WILL FIND IN THIS DOCUMENT

Guiding Questions and Resources:

- [What is the definition of authenticity?](#)
- [Why does authenticity matter? How does it help us?](#)
- [Specific research on the benefits of using authenticity](#)
- [Themes to locate stories about authenticity](#)
- [Videos highlighting authenticity](#)
- [Questions to accompany the videos for teacher led discussion](#)
- [Minds on Activities/Quotes/Images](#)
- [Umbrella Project Activities for High School](#)

Handouts (see Appendix A):

- [The Umbrella Project \(Authenticity\)](#)
- [Story Capture: Authenticity](#)
- [Prompts](#)

Additional Resources (see Appendix B):

- [Umbrella Project Activities for High School](#)
- [Umbrella Award template](#)



MID-MONTH CHECK-IN (ASSESSMENT)

Refer to: [Growing success learning skills](#)

Source: Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. (2010). First Education, Covering Grades 1 to 12. Ministry of Education.

Refer to: [Assessment](#)

TEACHING AND LEARNING ACTIVITIES: PART 1

Approximate duration: 40 mins

#	Activity	Lesson Content	Materials & Resources
1	Minds On Activity: Choose one minds on activity to begin the lesson plan. Select from videos, books, images, quotes or challenges provided to introduce the skill and provide a point of reflection.		Videos Challenge options Quotes/Images Prompt & Inquiry Questions
2	Guiding Question and Discussion: Ask students what they thought the significance of the minds on activity was and conduct a discussion.	Think-pair-share Elbow buddies White boards Turn and talk Small group discussion Whole class discussion	White board Sticky notes Chart paper
3	Class Activity: Share this month's Umbrella Skill and brainstorm as a class, a collective definition of Authenticity. Share the definitions of Authenticity and some of the research about Authenticity in the lesson content provided to complete the class definition.	What is Authenticity? Why does Authenticity Matter? How Does it Help Us? Research Based Outcomes of Authenticity	
4	Skill Solidification: Show additional videos, books or activities as needed to solidify skill concept.		Videos and questions for reflection Challenge options

4	<p>Group reflection: Have students think of an example of a time when someone didn't use authenticity. Have them reflect on how that situation affected them and the people around them. Then have them think of an example when someone has used authenticity and how that experience was different.</p>	<p>Think-pair-share Elbow buddies White boards Turn and talk Small group discussion Whole class discussion</p>	<p>White board Sticky notes Chart paper</p>
5	<p>Lecture/Group Discussion: Select this month's activities designed to help students see authenticity in action in themselves and others from the list provided.</p> <p>Activities can be customized to integrate with your existing curriculum goals for the month (see curriculum integrations in the list provided).</p> <p>Give students the Umbrella Project: Authenticity handout and explain the requirements of this month's assignment to the class.</p> <p>Share the themes provided in the "How to make my story one of Authenticity" as additional support in finding stories of Authenticity.</p>	<p>How to Make my Story one of Authenticity</p> <p>Examples may be found through the range of multimedia and personal interactions (potential sources include documentaries/movies, newspaper, magazines, novels, social media, websites, community events, school speakers, peers, personal stories, teachers, families, community members).</p>	<p>Umbrella Project: Authenticity</p>

LEARNING SKILLS CHECK-IN (ASSESSMENT)

[Click Here to Access Resource](#)

FOLLOW UP LEARNING ACTIVITIES

Approximate duration: 50 mins

#	Activity	Lesson Content	Materials & Resources
1	<p>Group activity: Ask students to discuss any challenges they had identifying authenticity, the benefits they found to using the skill and any challenges they reflected on about that skill (i.e. Why don't people use authenticity all the time?)</p> <p>Ask students to volunteer to share a story they found with the class or their experience of seeking this story. Ask students to share what they found the major benefits were to using authenticity.</p>	<p>Think-pair-share</p> <p>Elbow buddies</p> <p>White boards</p> <p>Turn and talk</p> <p>Small group discussion</p> <p>Whole class discussion</p>	
2	<p>Individual activity: Handout the Story Capture: Authenticity template to each student and give students time at the end of the session to record the story that resonated most with them (either their own or another they heard) and reflect on opportunities they have to build authenticity into their own lives and make it part of their personal life story.</p> <p>Review the "How to make my story one of authenticity" portion of the handout if needed for assistance in reflecting on opportunities students have to practice authenticity in their own lives.</p>	<p>How to Make my Story one of Authenticity</p>	<p>Story capture template</p> <p>Students could create a story capture journal, diary, poem, audio story, retell, personal narrative, factual recount, or memoir.</p> <p>Students can plan, revise, edit, publish and share this piece of writing to be assessed.</p>



3	Optional recognition: Have the class select a student or group of students who have demonstrated Authenticity this month to receive the recognition for their efforts.		Umbrella Award Suggested formats for student recognition Umbrella Award Exemplar
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TEACHER SKILL REFERENCE

WHAT IS AUTHENTICITY?

Authenticity is a skill and takes practice! Authenticity is:


- The quality of being genuine or real
- Representing your true self instead of what you think others want you to be
- Staying true to your beliefs
- Trustworthiness
- Believability and truthfulness
- Being comfortable with yourself
- When your actions match your words and values

WHY DOES AUTHENTICITY MATTER? HOW DOES IT HELP US?

Authenticity is our ability to be our genuine selves, staying true to our values and beliefs, while still adapting to the world around us. Authenticity comes from having actions that match the words we say and not trying to be someone else to impress others. Authenticity helps us to feel confident in ourselves and it improves others ability to trust us, a characteristic highly valued in leaders. It also helps us create strong friendships and is a very important part of wellbeing.

RESEARCH BASED OUTCOMES OF AUTHENTICITY

1. Improves self respect and self esteem
2. Increases your comfort in sharing your true thoughts and beliefs
3. Improves emotional stability
4. Genuine smiles (over polite smiles) improve our social interactions
5. Improves our trustworthiness
6. Improves overall wellbeing

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7. Helps us stand up for what we think is right, which reduces bullying

HOW TO FIND STORIES OF AUTHENTICITY

Stories of authenticity involve the choice to be yourself and to follow your own dreams instead of what others may expect you to be. They are about being the change you want to see in the world and letting your actions reflect how you truly feel. Authentic people often have very interesting stories and have followed a path that may be different from others. They have a set of values they live by, even when that may be difficult. They may stand out as the genuinely kind people in the room or the ones that care less about social pressure and more about what makes them truly happy.

Themes:

- Practicing what you preach
- Knowing what you can and cannot change
- Doing the right thing, even when nobody is looking
- Not worrying about what others think more than what you think
- Knowing your true feelings and having the courage to share them
- Questioning stereotypes
- Being your true self whether that means you are different or the same as others
- Standing up for what is right
- Self-confidence

EXAMPLES OF STORIES ABOUT AUTHENTICITY

VIDEOS

Please note: The Umbrella Project is being used with a range of different classrooms. The videos have been selected to demonstrate both examples of the rain of life and the use of the umbrella skills and because of this, can touch on mature themes. Each classroom is unique, so please use your own judgement to select the videos that will best teach the skills to your class.

1. Mahlatse Sachane – Ballet As A Way Out

<http://www.greatbigstory.com/stories/ballet-as-a-way-out>

2. Brian Shaw - A Giant Walks Among Us

<http://www.greatbigstory.com/stories/living-large-a-day-in-the-life-of-a-strongman>

3. Interabled Couple

https://www.greatbigstory.com/stories/brave-cole-and-charisma?storylist_type=season&storylist_id=152

4. News Anchor Breaking The Mold

<https://www.greatbigstory.com/stories/shine-anchor-beauty>

SUGGESTED GUIDING QUESTIONS TO ACCOMPANY STORIES:

a. The umbrella skills help you get through life's rain and take on new challenges. Is there an example of rain in this story? (something outside the persons control?) What about a new challenge?

b. How does the skill we are studying play a role in the story you just heard? How did it improve wellbeing for the person using this skill? How did it improve the wellbeing of others?

c. Practicing the umbrella skills helps us use them more in our lives. How might this person's current experience help them in other ways throughout their lives?

d. Our umbrella of emotional wellbeing is made up of many skills. At any given time we use the ones that best help us overcome the obstacle we are facing. When could this skill help us the most? Can you think of other situations when this skill is very helpful?

e. Did you notice any other umbrella skills in this video or book?

MINDS ON CHALLENGES

Artistic Lists

[Click Here to Access Resource](#)

QUOTES/IMAGES FOR REFLECTION

“Find out who you are and do it on purpose” – Dolly Parton

“Consider the fact that maybe...just maybe...beauty and worth aren’t found in a makeup bottle, or a salon-fresh hairstyle, or a fabulous outfit. Maybe our sparkle comes from somewhere deeper inside, somewhere so pure and authentic and REAL, it doesn’t need gloss or polish or glitter to shine.”

— Mandy Hale

“Confidence is knowing who you are and not changing it a bit because of someone’s version of reality is not your reality.”

— Shannon L. Alder


“The more of me I be, the clearer I can see.”

— Rachel Andrews

“We are all different. Don’t judge, understand instead.”

— Roy T. Bennett,

“Authenticity is a collection of choices that we have to make every day. It’s about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen.”



- Brene Brown

Authenticity is the daily practice of letting go of who we think we're supposed to be and embracing who we are.

- Brené Brown

Because true belonging only happens when we present our authentic, imperfect selves to the world. Our sense of belonging can never be greater than our level of self-acceptance.

- Brené Brown

Authenticity is also about the courage and vulnerability to say "Yeah. I'll try. I feel pretty uncomfortable and I feel a little vulnerable... but I'll try it!"

- Brené Brown

Why, when we know that there is no such thing as perfect, do most of us spend an incredible amount of time and energy trying to be everything to everyone? Is it that we really admire perfection? No- the truth is that we are actually drawn to people who are real and down-to-earth. We love authenticity and we know that life is messy and imperfect.

- Brené Brown

Authenticity is when you say and do the things you actually believe - Simon Sinek

So many people love you. Don't focus on the people who don't. - Soyer

Only the truth of who you are, if realized, will set you free. - Eckhart Tolle

Example is not the main thing in influencing others. It is the only thing. - Albert Schweitzer

Nothing has transformed my life more than realizing that it's a waste of time to evaluate my worthiness by weighing the reaction of the people in the stands.

- Brene Brown



APPENDIX A: HANDOUTS

APPENDIX 1 - THE UMBRELLA PROJECT: AUTHENTICITY

[Click Here to Access Resource](#)

APPENDIX 2 - STORY CAPTURE: AUTHENTICITY

[Click Here to Access Resource](#)

APPENDIX 3 - PROMPTS

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APPENDIX B: ADDITIONAL RESOURCES

UMBRELLA CLASSROOM ACTIVITIES

[Click Here to Access Resource](#)

UMBRELLA AWARD TEMPLATE

[Click Here to Access Resource](#)