



WORKSHEET

This Is Me

- To encourage a child to explore what makes them unique – their identity
- To hold on to a sense of PAST and PRESENT
- To help them to share their personality and culture in a new setting/country



My EARTH IDENTITY

KEY	MANTLE
INNER CORE What makes you unique?	How do you like others to see your personality (clothes, sports kit, special stuff in your bedroom at home)?
OUTER CORE What helps you to feel stronger?	CRUST Who would you pick to join you on your team?

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MY EARTH IDENTITY

On the website or in your pack you will find a beautiful illustration of Earth. We chose Earth as the world often seems to expand when the place you live is under attack and you must leave your home for safety elsewhere. However, for this exercise we also encourage the child to think about aspects of their inner world.

There are 4 different questions which will help a child strengthen their confidence to talk about their identity. Answers can be written on the inner circles of the illustration.

1. INNER CORE

Explain that no one human being is the same as another. Encourage the child to think of a couple of things that make them unique – what is special about them?

It is important to note here that children with lower self-esteem will find this quite hard to do. You may want to help with phrases like, 'Would you mind if I make a suggestion? I've noticed that you enjoy drawing?' or, 'Maybe we can ask Mum/Dad how they would answer this?'

3. MANTLE

The mantle will share how the child likes their personality to be perceived by others. Here they can note down details of how they project themselves, for example, what clothes do they most like to wear, what sports kits do they like, and what items in their bedrooms do they most treasure?

2. OUTER CORE

Here the child can make a note of what helps them feel stronger. For example, talking to a friend, writing a message to Dad, or listening to their Favourite music.



4. CRUST

Ask the child to write down the people they most value – they can be people they know in real life, or famous people they admire. The questions will be, for example, 'If you had the chance to create a team that could do something amazing, who would you pick to join you?'

When all the answers are written down, the child might like to colour the rest of the page in, and even share it on the Bear Us In Mind website, where they'll find other children's worksheets to explore.



WORKSHEET

This Is Me



LIFE BEFORE, LIFE NOW

Take two pieces of paper. On the first, encourage the child to use words or drawings to capture life as it was BEFORE the war, at home in Ukraine. Ask about the kinds of things that happened on an average day as well as at the weekend and on holidays. On the second sheet, ask the child to consider life NOW, living in a new country. Ask the child if there is anything in their new home life that is surprising or different to what they expected. Is anything better? What has disappointed them? As the child explains the difference between life then and life now, try to ask what they mean by certain words – active listening is important to ensure you understand what the child is sharing with you.

This may give you some insights into things they liked or disliked, or even the things that were hard back at home before the war, or situations that feel difficult now. All of this will help you support them with their new way of living and in preparing for the future.



PHOTO BOOK – THIS IS ME WHEN... THIS IS ME WITH...

When life feels so fragile – like homes reduced to rubble by bombs – it can help to create something that feels permanent and tangible, especially for those times when children feel most lost or lonely.

We therefore suggest helping the child to create a photo book, something physical to hold and to share memories of happier times. The child may or may not have their own phone with photos on already, so one suggestion is to try and source photos from, for example, a family member's phone, and encourage the child to describe the photo in their own words, writing this down next to the photograph. For those who do not have any photos with them, they may like to download pictures of their school or home from the Internet, or even draw pictures in the book themselves.

The photo book may be a personal and comforting bedtime story that they can go through each night, anchoring them to their sense of self.

If it is possible, you could help them to locate photos that show them as a baby, a toddler and a child, to give a sense of time passing and personal growth.





Children may also decide to include photos of adults who are important to them, such as their host family, a friend at their new school or a teacher who is looking out for them.

Some examples of captions might include:

- **THIS IS ME...** making pancakes with Grandma – people say we are alike as we both love to dance
- **THIS IS ME...** with my football team when we won the league
- **THIS IS ME...** with my twin sister making our first Holy Communion – it was a happy day, and we had a party in the garden after church



CULTURAL IDENTITY

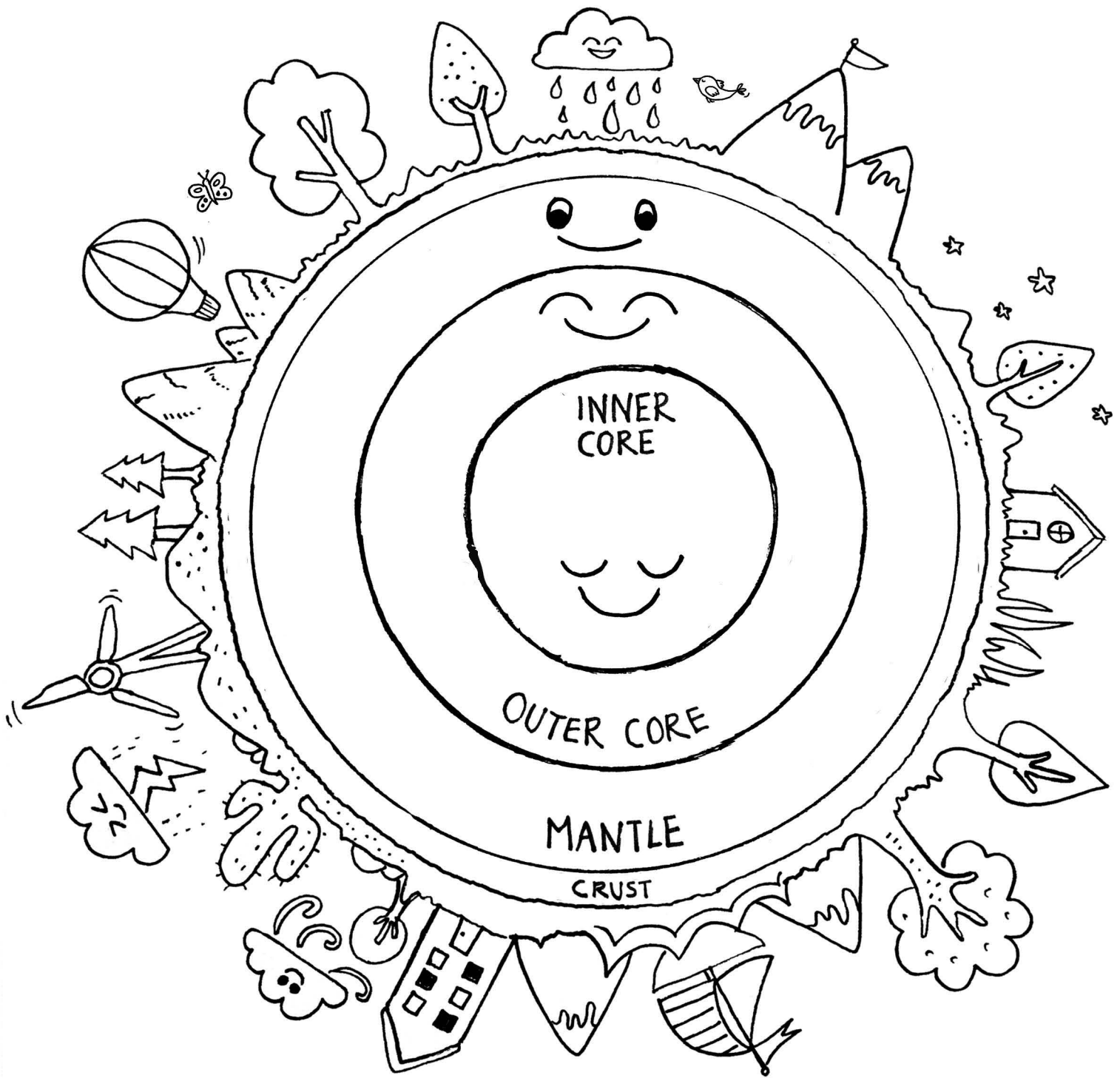
MEANINGFUL MUSIC

If the child loves music, try to find some songs that really centre ideas of personal strength and identity, like 'This is Me' from *The Greatest Showman*. Also be sure to ask them which songs they love and why, and listen to them together. Some older children may even like to compose some music or write a song or poem about the conflict.



A-Z OF UKRAINE

Together you could create an A to Z of Ukraine – 26 wonderful things that are special to Ukraine, from people, places and foods, to football teams, songs and books. This lovely list of Ukrainian culture will help the child talk about home at school and with their host family. The host family may want to make an A to Z of British culture, too, so they can slowly begin to feel like there are connections that feel secure.



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