Sheila Love IMPACT-ology Mastermind

“Sheila Love — Where Everything Is Possible”

LESSON 7

Self Image & Your Many Identities

Position	Lesson 7 of 20
Duration	40–50 minutes
Age Group	12–18 years, Liberia, West Africa
Core Idea	Self-image is the private picture of your own worth, held in the subconscious. It controls what you allow into your life, and only you can change it.

1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Explain what self-image is and where it lives

2. Distinguish self-image from the outer image projected to others

3. List several identities they hold at once

4. Name one identity they are reluctant to talk about, and why

2. OPENING HOOK (5 minutes)

Ask everyone to write down, quickly, three words that describe them. Don't overthink it.

Then ask: “Now write three words you think other people would use for you.”

> “Compare the two lists silently. Don't share yet. Just notice if they match.”

3. CORE CONTENT

The Picture Inside

In the deep part of your mind is a picture of what you are, who you are, and what you are worth. That picture is your self-image.

Nobody else drew it for you, though plenty of people contributed to it. You are the only one holding the finished version.

What It Controls

Self-image controls what you allow into your life, and how well you do at almost anything you attempt.

Your outer image, how you walk, talk, dress, and greet people, is what you project outward. But it is only a reflection. Your results are always a picture of what's happening on the inside, not the outside.

Many Identities, One Person

You are not only one thing. A student is also a daughter, a market helper, a choir member, a friend, sometimes all in the same afternoon.

Some identities you are proud to talk about. Others you keep quiet, sometimes even from yourself.

There is no end to the good that comes from getting to know all of them honestly. And you are the only person with the authority to change any part of the picture.

4. STORY: ‘THE GIRL WHO SOLD AND THE GIRL WHO STUDIED’

THE GIRL WHO SOLD AND THE GIRL WHO STUDIED

Blessing spent her mornings at school and her afternoons at her mother's stall, selling rice, oil, and small provisions to neighbors who had known her since she could barely see over the counter.

At school, she was quiet, careful with her answers, a little afraid of being wrong out loud in front of the class.

At the stall, she haggled without blinking, called out prices with a confidence that made grown men laugh and pay what she asked.

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Her friend Nowai, who only knew her from school, was stunned the first time she visited the stall and watched Blessing in action.

“That's not you,” Nowai said afterward, half joking.

“It's me,” Blessing said. “Just a part you never saw.”

“Why don't you talk like that in class?”

Blessing didn't have a quick answer for that.

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That week, her form teacher assigned a group presentation, and to Blessing's dread, her group asked her to present, since none of the others wanted to speak first.

Standing in front of the class, her stomach tight, she found herself reaching, without deciding to, for the same voice she used at the stall. Not louder. Steadier. As if the stall-Blessing had simply stepped in front of the class-Blessing, just for a few minutes.

It surprised her more than anyone watching.

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Afterward, Nowai caught her in the hallway. “That was different.”

“That was the stall,” Blessing said, and for the first time, said it without embarrassment.

“Why didn't you use that voice before?”

Blessing thought about it properly this time. “I didn't know I was allowed to bring her here too.”

5. ACTIVITY (10 minutes)

Materials: any paper, any pen or pencil.

1. List every identity you hold: student, child, sibling, friend, worker, and any others.

2. Circle the one you are most proud to talk about.

3. Underline the one you are most reluctant to talk about.

4. Write one sentence on what might change if you brought your underlined identity into a room where you usually hide it, the way Blessing did.

6. DISCUSSION QUESTIONS

1. Did your two lists from the opening hook match or differ, and why?

2. Which of your identities do people around you actually see the least?

3. Where have you, like Blessing, borrowed confidence from one part of your life to help another part?

4. What is one identity you're willing to bring more fully into a place you usually hide it?

7. FACILITATOR NOTES

Some students may reveal an identity tied to hardship (working to support family, caring for siblings). Treat this with respect, not pity.

Do not force anyone to share their underlined identity aloud. Sharing should always be volunteered.

This lesson pairs directly with self-image material distributed as a separate note. Use both together if available.

The story deliberately does not resolve why Blessing hid her stall-confidence for so long. Let students sit with that gap rather than explaining it away.

8. BRIDGE TO LESSON 8

Before students leave, ask:

“If a new idea needs strong feeling behind it before it can change what's inside you, what do you think happens to an idea that arrives without any feeling attached?”

Let them guess.

“We find out next time.”