



Who Am I? Who Are You?

Objectives

Students will:

- Identify and articulate the personal qualities that make them unique
- Explore how they think others view them and analyze how this makes them feel
- Understand, value, and celebrate identity for themselves and their peers

Overview

In this module, students in third through fifth grade will explore the topics of Self-Awareness and Social Awareness as they are given opportunities to lead with their identity and develop a more positive sense of who they are. Students will begin by considering the characteristics that make them unique. They will investigate their emerging personalities and the interests, skills, strengths, and weaknesses that contribute to their personal identity. They will articulate how they feel when their identity is misinterpreted or misrepresented, and they will explore the importance of letting everyone's personality shine. The module will conclude with the creation of personal bio poems that spotlight each student's unique identity.

This digital lesson bundle (DLB) both reinforces learned concepts and strategies and introduces new ones. It can act as a follow-up to any of the previous digital lesson bundles, and it can also serve as a stand-alone module.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive elements, including images, text boxes, and links which will open in your web browser, are set to occur with a simple click. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate it. Information on how to proceed is provided in the notes section for each slide.

Content areas

Health, Wellness, English Language Arts

Activity duration

Three class periods (about 60 minutes each)

Timing note: While this digital lesson bundle is presented as three one-hour periods, each period may also be divided into shorter segments to better fit the needs of your classroom.



Instructional note

The following digital learning bundle can be tailored to fit your current mode of instruction. Each section can be presented virtually, each handout can be shared digitally, and sharing and collaboration can occur in breakout rooms as needed. Depending on the learning tools and platforms you have available, you may also be able display and share student work using a digital bulletin board or by posting pictures. If this is not possible, students can read and/or show their work to one another.

Grade level

3–5

Essential Questions

- Who am I?
- What makes me unique?
- Who do others think I am and how does this make me feel?
- How can I lead with my identity?

Materials

All days:

- Device with the ability to project, one for the teacher
- Educator Preparation Handout, one for the teacher
- **Handout 1: Mood Squares**, one per student (cut out into four squares in advance)
- Drawing/coloring materials, for the class to share

Day 1:

- *The Day You Begin* by Jacqueline Woodson or a version of the [video read-aloud](#)
- **Handout 2: Interests and Expertise Cards**, one of each per student (cut out in advance)

Day 2:

- White board, chalk board, or chart paper and several writing tools for students to share
- **Handout 3: Who Am I?**, one per student
- **Handout 4: My Identity Circle**, one per student

Day 3:

- Upbeat music (Option [A](#), Option [B](#), or music of the teacher's choice) to play for the class
- **Handout 4: Bio Poem Planner**, one per student
- **Handout 5: My Bio Poem**, one per student
- Bulletin Board or empty wall to display student work



Teacher Prep

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Take a moment to review the Educator Preparation Handout.
- Make sure the materials are ready to go prior to each day's lesson.

Background

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions. Social and emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and emotional learning guides children in setting and achieving goals, overcoming obstacles, and developing healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social and emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over 40 percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, two significant predictors of which students will not only stay in school but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision-Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.

Source: Wings for Kids, www.wingsforkids.org.



The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on two core competencies: Self-Awareness and Social Awareness. This digital lesson bundle provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. While the content is designed to cover three class periods, these lessons can be presented in shorter intervals. Depending on your classroom's needs, each lesson could be divided into four fifteen-minute sessions, three twenty-minute sessions, or even two thirty-minute sessions. Extension ideas are also included at the end of the manuscript.

The three days of lessons follow an inquiry-driven 5E instructional model: engage, explore, explain, elaborate, and evaluate. Over the course of three class sessions, students will explore the competencies of Self-Awareness and Social Awareness through their corresponding sections in *Words to Live By*:

*I love and accept who I am on the inside
and know my emotions are nothing to hide.*

I understand others are unique.

I want to learn more about everyone I meet.

I want to step into their shoes and see what they are going through.

In this DLB, students will work toward developing a positive sense of identity. Each session will begin with an examination of a personal mood meter, which will encourage students to identify and articulate their own feelings.

During the first session, students will explore the concept of uniqueness through a read-aloud that prompts them to think about their differences and similarities. They will consider the value of sharing their stories, connecting with others, and accepting those around them for who they are. They will then further explore what it means to be unique, as well as the importance of their uniqueness. The session will conclude with an activity focused on students' interests and expertise as they consider how they can learn from one another.

During the second session, students will continue exploring facets of their unique identity. They will begin by investigating their emerging personalities as they brainstorm their positive and negative personality traits. They will then be challenged to consider other important factors that contribute to their identity, and they will consider how their physical characteristics, background, and past experiences contribute to who they are. Students will then analyze the factors they consider most important in their own identity, and they will create an identity circle that portrays these elements. The final activity in this session will examine stereotypes that students have experienced and will challenge them to consider the effects of these stereotypes.

In the final session, students will be introduced to an acronym that reminds them of the importance of marching to their own beat. They will then spend the remainder of the class session planning for and creating a personal bio poem that expresses aspects of their identity that they choose. Students will be encouraged to share their poems with one another, and they will elaborate on the decisions behind their word choices. The module will conclude with a final class discussion around the importance of leading with and celebrating our identities.



DAY 1 | Slide 1

- Instruct the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
 - Click once and begin the first session by bringing students' attention to the mood meter¹ on the slide.
 - Explain that this mood meter can help us understand our feelings by placing our emotions into one of four zones: red, blue, green, and yellow. Continue to explain the mood meter by doing the following:
 - Point to the red and yellow squares. Explain that all of the emotions in these two squares use a lot of energy.
 - Point to the green and blue squares and explain that the emotions in these two squares use only a little bit of energy.
 - Check students' comprehension by encouraging them to call out an emotion that uses a lot of energy. How about an emotion that uses less energy?
 - Then divide the squares another way. This time, point to the red and blue squares. Explain that the emotions in these squares are unpleasant, which means they don't make us feel very positive or happy.
 - Then point to the yellow and green squares on the opposite side. Explain that these emotions are more pleasant and positive.
 - For a challenge, ask students to turn to a partner and identify a high-energy, unpleasant emotion. How about a low-energy, pleasant emotion?
- Tip:** Keep the needs of your students in mind as you introduce this mood meter. If you think it is sufficient to explain that red emotions are emotions like "angry," blue emotions are emotions like "sad," green emotions are emotions like "calm," and yellow emotions are emotions like "happy," that's fine too.*
- Once students seem to understand the gist of the mood meter, distribute the four mood squares from **Handout 1: Mood Squares** to each student. Instruct students to place the squares on the floor in front of them.
 - Then use the following prompts to guide students through using the mood meter to describe their feelings:
 - Think about how your body is feeling. Do you have lots of energy or not a lot of energy? Are you feeling a little negative or more positive? Encourage students to locate their mood color and point to the square.
 - Then instruct students to choose a specific word to describe how they are feeling. Ask: If you were to pick just one emotion from this square, which one would you choose?
 - Remind students that there are no good or bad feelings. Then encourage students to hold up the square that includes this feeling once they have selected an emotion.
 - Invite students to look around at what their peers are sharing, and then encourage a few students to share the emotions they selected.

¹ naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence



- Acknowledge that some students held up the same card, and some students held up different cards. Use this observation to segue to the following questions, each time asking students to hold up a card to indicate how they feel.
 - When I think about how I am similar to the people around me, I feel _____.
 - When I think about how I am different from the people around me, I feel _____.
 - When I think about myself, I feel _____.
- Before moving on, collect the mood squares and save them for the following two sessions.

Day 1 | Slide 2

- Click once and explain that our similarities and differences are what make us unique.
- Share with students that every single student in the class is unique. While everyone shares some similarities, no two people are exactly the same. We feel differently, we look differently, we think differently, and we act differently.
- Explain that being different is what makes us special, but sometimes being different can be hard. Over the next few days, the students are going to work on sharing who they are. This will help everyone understand that we are all different, special, and important in our own way.
- Click twice and conclude the slide by reading the following *Words to Live By* excerpt aloud and encouraging students to read along:

I soar with wings.

Let me tell you why.

I learn lots of skills that help me reach the sky.

*I love and accept who I am on the inside
and know my emotions are nothing to hide.*

I understand others are unique.

I want to learn more about everyone I meet.

I want to step into their shoes and see what they are going through.

Day 1 | Slide 3

- Introduce the book *The Day You Begin* by Jacqueline Woodson.
- Encourage students to listen carefully to the situations that the narrator describes as you read. If students have had similar experiences or experiences that made them feel similarly, encourage them to silently make the [“me too” sign](#).
- Then begin to read the story or display a version of the [video read-aloud](#) until you read the page that says: “And all that stands beside you is your own brave self—steady as steel and ready even though you don’t yet know what you’re ready for.”
- Stop and ask students to raise their hands if they can connect with the narrator and have felt like an outsider before. Encourage a few volunteers to share when they have felt this way and how it made them feel.
- Then click once before you continue to read the rest of the book. Instruct students to listen for the moral (or the lesson) of the story as you finish reading.



- Once you finish reading, ask: What does the author want us to learn from this story?
- After students share their thoughts, click twice to project the line: “There will be times when you walk into a room and no one there is quite like you until the day you begin to share your stories.”
- Explain that students are about to participate in the activity that will help them understand what this line means.
- Encourage students to form a circle on the floor if they are not in one already. Then lead the students through the following activity:
 - Sit in the middle of the circle and share something personal about yourself, such as: “I have two brothers,” “I always wished I was better at sports,” “I’m really happy to be at school today,” or “I secretly love to watch cartoons.”
 - Encourage any student who shares a similarity with you to stand up.
 - Allow a moment for students to make a decision about whether they should stand.
 - Then it’s time to change places by saying: “Swap!” If only one student stands up, the two of you should switch places. If more than one student stands up, everyone should change places.
 - At the end, the one remaining person who *doesn’t* have a place in the circle should sit in the middle and share something personal about him- or herself.
 - Continue this activity until several students have a chance to share.
 - To help the activity go smoothly, consider these tips:
 - ◆ If a student doesn’t feel comfortable sharing, allow that student to switch places with someone who would like to share.
 - ◆ Allow students to take a spot in the center only once. If a student who has already shared winds up back in the center, encourage that student to switch places with someone else.
 - ◆ Keep an eye on which students get up each time. If you notice that particular students are not finding connections with the rest of the group, take the center again yourself (one or more times) and share something that you think will resonate with these students.
- Finally, bring students’ attention back to the line of text on the screen.
- Ask students:
 - How does what we just completed help us understand this line?
 - Why is it important to share our stories?

Day 1 | Slide 4

- Tell the class that sharing our stories helps us to understand and accept one another.
- Be sure students understand that when you accept someone, you understand how you are both alike and different, and you still treat that person with respect and kindness. When you accept someone, you understand that it’s OK to be different. We can accept ourselves for who we are, and we can accept others for who they are.



- Click to project the following Unique Chant, and explain that if you accept yourself and others, you understand:

*We are different, not the same
Sharing strengths is our game
You are special; so am I
With our differences we can fly!*

- Once you've read through the chant once, encourage students to work with partners to develop a gesture or pose that will help them remember each line.
- Then instruct the class to stand up and join you in reading the chant and demonstrating their actions.

Day 1 | Slide 5

- Tell the students that they are about to explore how being different and sharing their strengths "can help them fly."
- Give students two cards: one "Interests" card and one "Expertise" card.
- Explain:
 - On the "Interests" card, students should describe something they are interested in and want to learn more about.
 - ◆ For example: A student could write that he or she loves music and really wants to learn how to play the drums.
 - On the "Expertise" card, students should include something they are really good at.
 - ◆ For instance: A student may write that he or she is really good at baking all kinds of cookies and explain what he or she could teach a peer.
- Click again to display a list of categories that students can consider if they need a suggestion.
- Then give the students a couple minutes to independently fill out their cards.
- Once everyone has finished, form groups of three or four students each. Guide the groups in a discussion around their expertise and interests by clicking twice to project the following two prompts, one at a time:
 - Prompt 1: *Share your expertise:* I know a lot about _____. For example, did you know that _____?
- Once all the students have shared their expertise, give the students time to ask each other questions.
 - Prompt 2: *Share your interests:* I'm interested in _____ because _____.
- Once everyone has shared, again give the students time to discuss, ask each other questions, and/or share their own knowledge on the various subjects.
- Then bring the class back together and collect the students' cards. When time allows, display the cards somewhere in the classroom and encourage students to use them to continue learning from one another.



- Wrap-up by clicking twice and connecting the activity back to the *Unique Chant*. Ask the class: How can our differences help us fly?
- Be sure students understand that we all have gifts and we all have challenges. If we have an open mind and accept people for who they are, we can learn from one another, grow together, and help one another become better people.

DAY 2 | Slide 6

- Begin the second session by again instructing the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Click once to display the mood meter and spend a few minutes reviewing each of the different colors as you help students remember what each means.
- Then distribute the four mood squares to each student, and instruct them to hold up the mood square that matches their feelings after you read each prompt:
 - Yesterday we talked about being unique and accepting others.
 - ◆ Think about a time recently when you accepted someone else. How did this make you feel?
 - ◆ Think about a time recently when someone else accepted you. How did this make you feel?
 - Now think about yourself:
 - ◆ How do you feel when you think about things you are good at?
 - ◆ How do you feel when you think about things you are not so good at?
 - Finally, answer: When I think about myself and who I am, I feel _____.
 - ◆ Before moving on, collect the mood squares and save them for the following session.

Day 2 | Slide 7

- Explain that another important part of acceptance is self-acceptance. When we accept ourselves, we understand *who* we are and we treat ourselves with the same care and kindness that we try to give to those around us.
- Explain that every single person has his or her own special personality. Our personalities are our feelings, thoughts, and behaviors that make us unique.
- Go on to explain that we all have parts of our personality that are really positive and strong. We also all have parts of our personality that may not be the best. These are our personality strengths and weaknesses.
- Encourage students to think about parts of their personality that they consider strengths—or, in other words, parts of their personality that they like and that help them in life.
- Click to display a list of personality strengths. Read through the list and encourage students to choose a trait that they believe they have as a personality strength. It may be one on the slide or one that they think of themselves. Ask students to give you a thumbs up once they have one.



- Click once more and review and/or explain that when it comes to our strengths, we should always
 - State them and be proud.
 - Show them to others, don't be shy.
 - Offer your help to others in a kind way.
- Create a t-chart on the board or a piece of chart paper and label the left side "Personality Strengths." Then encourage students to come up a few at a time and record one of their strengths on the chart.
- Before moving on, tell the class that you are proud of the positive personality strengths that each student has. All students have strengths that can be used to help themselves and others.

Day 2 | Slide 8

- Go on to explain there are also some personality traits that can hold us back. In other words, there are parts of our personality that make things harder for us. They may make it harder for us to grow as a person, get along with others, or accomplish something we really want to achieve.
- Click to display some examples of personality traits that may be seen as weaknesses and read through them together.
- Explain that we all have parts of our personality that aren't positive.
- Then continue to tell the class:
 - While everyone—even adults—can change, children have what are called "emerging personalities." This means that children's personalities are in the processing of growing and changing, just as their bodies and brains are constantly growing and changing.
 - Realizing and admitting we have personality traits that are weaknesses is an important part of accepting who we are. We can then work on these traits and try to become the best people we can be.
- Click again and review and/or explain that when it comes to our weaknesses, we should always:
 - Admit them without feeling embarrassed
 - Work on them so we can get better
 - Ask for help when we need it
- Then encourage students to brainstorm one negative personality trait that they have and would like to work on. Ask them to give you a thumbs up when they have one in mind.
- Label the right side of the T-chart "Negative Personality Traits." Then again call up students in small groups to write one trait on the board.
- Wrap-up the slide by telling the class that you are proud of them for admitting their weaknesses. Explain that being aware of our weaknesses can be one of the hardest parts of accepting ourselves. Just as everyone has different strengths, we all have different weaknesses that we can work on. This is part of what makes us unique. If we were all the same or didn't have to work on anything, life would be boring.

Day 2 | Slide 9

- Explain that our strengths, weaknesses, expertise, and interests are just some of the things that make up who we are. Our identity is made up of many other parts, too.



- Click once and define the term “identity” as all of the parts of us—the qualities, characteristics, beliefs, and experiences—that make up who we are.
- Then click again to reveal “Personality traits,” “Interests,” and “Expertise.”
- Ask students: What are some other categories that make up our identity?
- Add students’ ideas into the slide’s text box as they share. Be sure students are describing broad categories (such as “abilities”) rather than specific descriptors (like “good at sports”).
- Before moving on, make sure you have also added “physical characteristics,” “background,” and “memories.” Use the definitions below to help students understand these words, and take a moment to answer any questions students may have.
 - Physical characteristics: Defining characteristics about our body, such as our skin color, hair texture, eye color, height, and whether we wear glasses.
 - Background: Our culture and where we come from, such as our nationality, our language, our religion, and our customs or traditions.
 - Memories: What has happened to us (both positive and negative) that makes us who we are today.
- Then distribute one **Handout 3: Who Am I?** to each student. Prepare students for the activity by performing the following:
 - Instruct students to write their names in the center circle.
 - Explain that they will now use the categories on the board to consider what is important to their own identity. Encourage them to reread each category and consider if it plays a role in *who* they are and how they see themselves. If it does, they should jot down words or phrases on the lines coming from their name.

For example:

 - ◆ If students think physical characteristics play a role in their identity, they may record examples of these characteristics that they think define them, such as long legs or brown, black, or white skin.
 - ◆ Or, if where their family comes from plays a role in who they are, they may write something like, “From the Dominican Republic” or “Speaks Korean at home.”
 - ◆ Stress that there is no right or wrong way for students to define their identity. Rather, students should think about the most important parts of themselves and write them on the lines. They should try to fill up every line and are welcome to add more.

Tip: *It may be helpful to complete a model together for a literary, historical, or current figure that the whole class knows before students begin to think about themselves.*
- Once students have wrapped up **Handout 3**, again review that our identity is who we are, every single part of us. Our identity is not defined by just one thing. For instance: being funny, being shorter, or being a great basketball player is not our whole identity. While these are all important parts, there are many, many parts that make up you and me.



Day 2 | Slide 10

- Next, distribute **Handout 4: My Identity Circle** to each student.
- Explain that students will now pretend that this circle represents them.
- Ask: If you were to fill this circle with all the pieces of your identity that you just brainstormed, what would your circle look like?
- Click three times to show an example of a work in progress. Explain:
 - This person made “Spanish-speaking” the biggest section so far because the fact that he or she speaks this language at home is very important to him or her.
 - His or her math skills play a small role in his or her identity, and his or her passion for soccer is a little more important than that.
 - This student would then continue using his or her ideas from the *Who Am I?* handout until the circle is entirely filled in.
- Encourage students to look at their *Who Am I?* handout and think about what parts of their identity are most important. These important parts should take up larger sections of their identity circle whereas the less important parts can take up smaller sections.
- Then challenge students to begin and fill their circle with as many parts of their identity as possible. They should label each section as they add it.

Day 2 | Slide 11

- Once students have finished their Identity Circles, instruct them to come back and join you in another circle or semi-circle on the floor with their work in hand.
- Encourage students to look at their work. Explain that one big part of our identity is how we see ourselves. Their identity circles display this.
- Then tell the class that another part of our identity is how other people see us.
- Ask the students to show you with head shakes or nods: Has anyone ever thought or said something about you that isn't true?
- To help students talk about times when this has happened, click once to project the statement: Some people think that because I _____, I _____..., but really, _____.”
- Read the sentence stem aloud and explain that the first blank should be filled with something true about their identity. The second blank should include something others think about them that is related to this truth, but that is not true. The third blank should tell the truth and set the story straight!
- Click twice to display each of the examples below and read them aloud:
 - “Some people think that because I am shy, I don't want to make new friends...but really, I'd love to have a small group of friends.
 - “Some people think that because I have an accent, I don't understand what they say...but really, I can understand everything!
- Click twice more, and encourage students to choose something on their Identity Circle that others often don't understand. Then give them a couple moments to think through how they would fill in the blanks on the slide.



- Finally, slowly go around the circle and give every student a chance to share the sentence he or she created. If students can't think of anything on the spot, encourage them to continue thinking and then come back to them at the end.

Day 2 | Slide 12

- Wrap up with a class discussion around identity and stereotypes.
- Explain that we often show other people parts of our identity but other parts are harder to see. Sometimes, instead of getting to know each other, people use stereotypes to shape how they see or interact with others.
- Click once and define the term “stereotype” as an idea about someone based on how they look on the outside or a group that they belong to. Explain that there are stereotypes that exist because of things like the color of our skin, the language we speak, and our gender. For instance, it is a stereotype that all boys like sports or that all girls like pink or dance.
- Help students form groups of three.
- Then click twice to project each question below. As you do, read it aloud and give students time to discuss each one with their group members.
 - How does it feel when others see us incorrectly or think about us in terms of a stereotype?
 - How can we make sure we don't assume things (or think something is true without knowing the facts) about one another?
 - ◆ Before moving to the next question, explain that the best way to make sure we don't assume things about one another is to take the time to get to know one another.
 - How can we help others understand who we are?
 - ◆ Explain that one of the best ways to help others understand who we are is to be ourselves. When we are ourselves, our identities shine through.
- Then bring the class back together and acknowledge that being ourselves is sometimes easier said than done.
- Click twice more and ask: How can we stay positive and proud of our identities?
- After hearing students' thoughts, click once more and conclude by presenting the “push and pull” strategy.
- Explain that if we feel like negative comments are affecting us, some positive self-talk can help. When we give ourselves positive self-talk, we talk to ourselves (either out loud or in our minds) and
 - push out the negative thoughts and keep them out
 - pull in the positive thoughts and stick to them
- Conclude by challenging students to think of one positive thought about themselves. When they do, they should give you a thumbs up and you can use this to dismiss them to the next class activity.



DAY 3 | Slide 13

- Begin the final session by again instructing students to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Click to display the mood meter and redistribute the four mood squares to each student.
- Instruct the students to hold up the mood square that matches their feelings after you read through the following prompts, after each of which you may ask students to share which specific emotion they are feeling:
 - When I think about how we are all different from each other, I feel _____.
 - When I think about the fact that I am unique, I feel _____.
 - When I think about my own identity and what makes me, ME, I feel _____.

Day 3 | Slide 14

- Explain:
 - You are going to play some music.
 - Once the music begins playing, the students should listen carefully.
 - They should then use their feet to drum along with what they hear. Their feet can move along with the music *or* complement the music, their choice.
- Then use the Internet to play Option [A](#), Option [B](#), or another upbeat music piece of your choice.
- When you begin the music, instruct students to listen for a minute before they stand up and begin drumming with their feet.
- Once all students have started moving, encourage them to look around at their peers' beats.

Day 3 | Slide 15

- Then bring the class back to a circle or semi-circle and ask: What happened when we all moved to our own beat?
- Help the class arrive at the answer that while all the students moved their feet along with the music, all were also being themselves.

Tip: As students begin to create their own beat, you may notice that some students will mimic the beat of others around them. Take a moment to encourage students by sharing how important and unique each of their beats are!
- Click to project the phrase: "March to Your Own Beat." Explain that when you march to your own beat, you are true to yourself. The students should always feel like they can proudly march to their own beat and be themselves. To help everyone feel comfortable doing this, we need to make sure we are kind, caring, and accepting.
- Click once and explain that there is an easy way to remember how to do this. Then continue clicking to reveal each of the following, and read through each line:
 - **B**e comfortable with who you are and what you like.
 - **E**xpress yourself; don't hide how you feel or what you like.
 - **A**ccept everyone! Remember, everyone is unique.
 - **T**reat everyone fairly and how you want to be treated.



- Tell the class that while none of these ideas are new, they are an easy way to help us accept everyone's identity as we are true to ourselves and march to our own beat.

Day 3 | Slide 16

- To help students learn more about each other *and* themselves, explain that the students will now write their own Bio Poems—which are non-rhyming poems all about their own unique identities.
- Pass out one **Handout 5: Bio Poem Planner** to each student. Explain that the poems the students write will include each of the categories in the boxes on the handout, where they will brainstorm ideas before they write their poems.
- Read through the categories together and ensure students understand each one. It may be helpful to come up with examples for some of the squares together.
- Then encourage students to fill in each square with descriptions and traits that are important to them. Explain that it is great to have more than one word in each square, but they should only write more than one word or phrase if each one is important.

Tip: *Students may find it helpful to brainstorm with partners, but be sure each student comes up with his or her own words.*

Day 3 | Slide 17

- When students have finished brainstorming, click to display a sample Bio Poem.
- Explain that the guidelines for creating a Bio Poem are as follows:
 - It needs to begin with the student's first name.
 - It needs to end with the student's last name.
 - In between, students can arrange the rest of the lines (from their Bio Poem Planner) in an order of their choice.
 - Each line should begin with a sentence stem from their planner and should then include the most important words—as many or as few as the students would like.
- Read through the sample Bio Poem together and help students understand how it aligns with the Bio Poem Planner.
- Before students begin working, you may either click once to remove the sample poem from the slide or you can choose to leave it displayed—whichever you think will help your students most.
- Then distribute **Handout 5: Bio Poem Planner** to each student and tell the students to begin writing.
- As students finish, encourage them to illustrate the borders of their handouts with small pictures that exhibit other important parts of their identity.

Day 3 | Slide 18

- When students have finished their poems, bring the class back together and instruct the students to sit in a circle or semicircle on the floor. Join them by sitting at their level.
- Summarize and discuss the activities the students have completed over the past few days by clicking once and asking:



- After everything we've learned and discussed, what makes you YOU?
- Then click twice to display and project each of the following questions:
 - What can get in the way of you being YOU?
 - Why is it important to persevere and try to always be YOU, no matter what?
 - How can we let others know that it's OK for them to be themselves, too?
- After accepting all student responses, click twice more and summarize that every person is a unique individual made up of his or her personality traits, looks, ethnicity, physical capabilities, personal goals, memories, dreams, and relationships with others. The list goes on. These characteristics fit together like puzzle pieces to make up who we are.
- Remind students that we should always be proud of who we are, even though people may try to make us think otherwise. Rather than being afraid of our differences, we should celebrate them. Rather than hiding our differences, we should remind one another of our uniqueness and share our identities with pride.
- To wrap-up and celebrate their unique identities, explain that the students will take turns sharing their Bio Poems.

Tip: *It will be best to spread the sharing over several days so students don't lose focus.*

- Then encourage a few students to kick off the sharing:
 - Remind those who are sharing to stand tall and speak loudly, proudly, and clearly.
 - Remind those who are listening to show they care by listening attentively with their eyes, ears, and bodies.
- After a student shares, do the following:
 - Lead the rest of the class in giving a silent applause—performed by waving their hands a little as they put their palms out in front of their shoulders, like [this](#).
 - Encourage students to ask each classmate questions about the content in the poems so they can understand one another better.
 - Invite the students to hang their poems in a special place in the classroom.
- Encourage students to look over their own poems and the poems of their peers if they ever feel unhappy with themselves, unaccepted, or unsure of who they are.
- Then click twice and conclude by explaining that this collection of Bio Poems should help each child remember the importance of the lines on the slide.
- Conclude by asking the class to join you in reading:

*I love and accept who I am on the inside
and know my emotions are nothing to hide.*

I understand others are unique.

I want to learn more about everyone I meet.

I want to step into their shoes and see what they are going through.



EXTENSION Ideas

- The class can collaborate to create a group Bio Poem that articulates and explains their group identity. Students can then compare and contrast the group identity to their personal identities and consider what aspects of their identities are easiest and hardest to maintain in a group setting.
- Students can search the library for literary characters with whom they identify. Each student can then write a personal narrative for the classroom library that spotlights him- or herself and that person's life story.
- Students can more fully investigate the word "culture" and create a collage or word cloud that shows how their culture is unique.

3–5 Standards

National Health Standards

- 2.5.3: Identify how peers can influence healthy and unhealthy behaviors.
- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.

Common Core English Language Arts Standards

Writing:

- W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Speaking and Listening:

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing one's own clearly.

Reading:

- RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

FURIOUS
SHOCKED
SCARED
WORRIED
SURPRISED
NERVOUS
ANNOYED
ANXIOUS

UPBEAT
EXHILARATED
EXCITED
LIVELY
PROUD
PLEASANT
JOYFUL
PLAYFUL

ANXIOUS
HURT
DOWN
APATHETIC
HOPELESS
DEPRESSED
CONFUSED
SAD
TIRED

PEACEFUL
CONTENT
FULFILLED
CHILL
LOVING
THOUGHTFUL
SERENE
CAREFREE

INTEREST

I want to learn more about _____

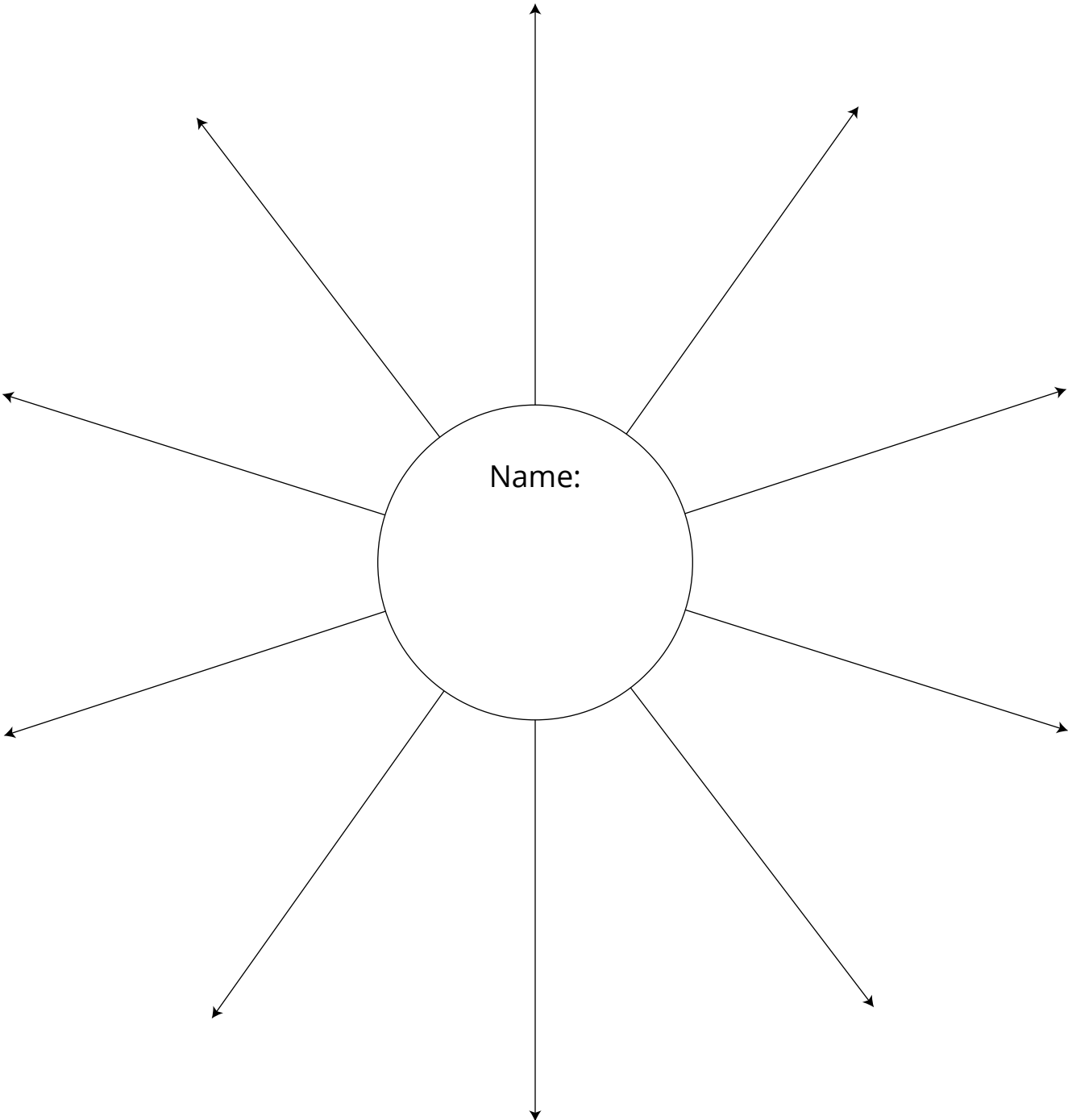
This subject interests me because _____

EXPERTISE

I am really good at _____

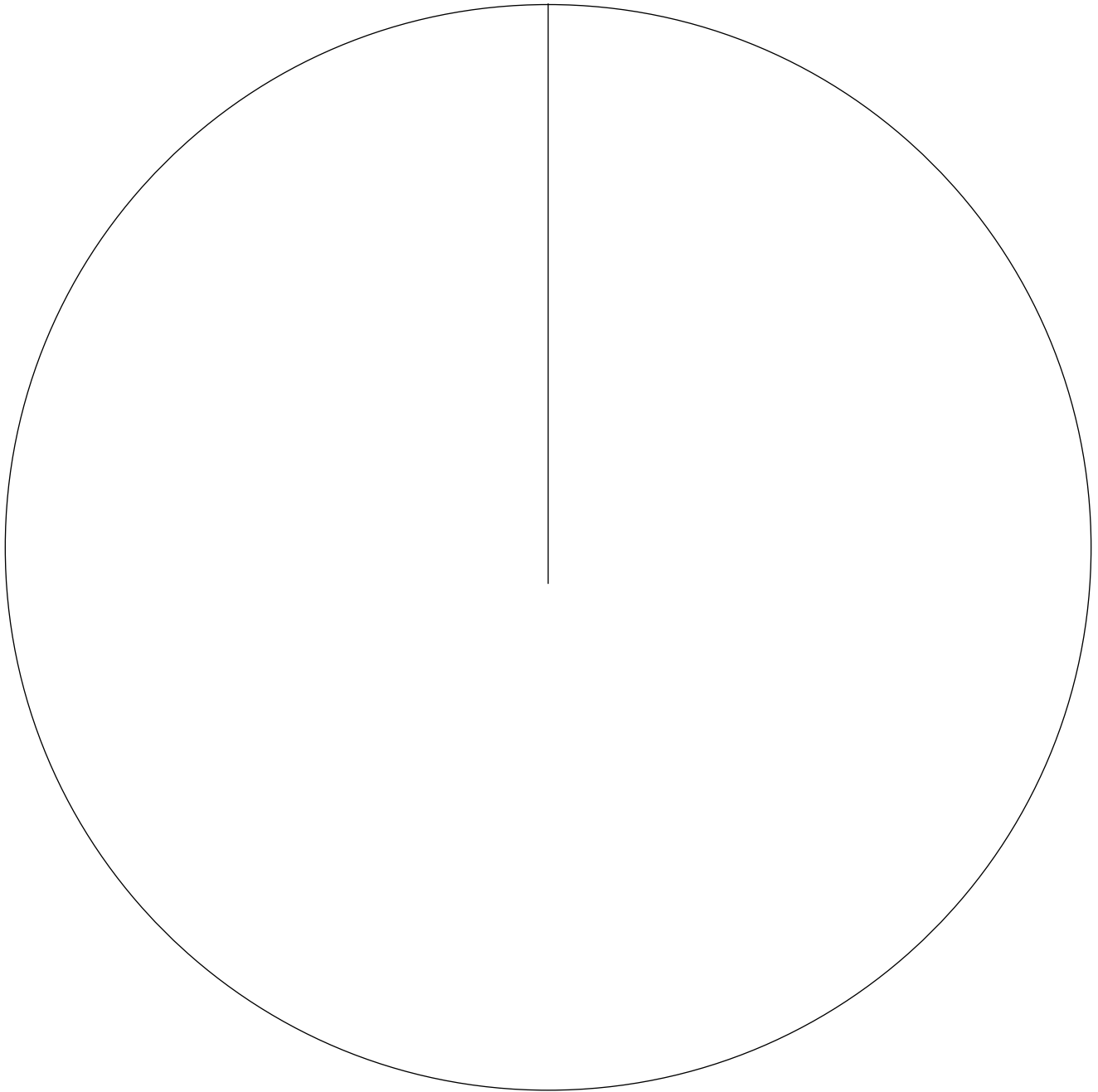
I could teach you _____

Who are YOU?



Directions: Below, you will create an Identity Circle to show how all of your different parts come together to make YOU. You can make some parts bigger and some parts smaller, based on how important you think they are.

I am...



<p>Who is... (What words describe you?)</p>	<p>Who loves... (What are places, activities, or things that you love?)</p>	<p>Who is... (What are you to other people? A child, a sibling, a cousin, etc.)</p>
<p>Who feels... (What emotions do you feel most often?)</p>	<p>Who is proud of... (What are you most proud of doing?)</p>	<p>Who dreams of... (If you could do ANYTHING in the future, what would you do?)</p>
<p>Who hopes... (If you could make a change in the world, what would you do?)</p>	<p>Who is from... (Where were you born or where do you live now?)</p>	<p>Who _____ _____ (Complete your own!)</p>



Digital Lesson Bundle: Who Am I? Who Are You?

The all-new 2021 Wings for Kids Digital Lesson Bundles focus on providing educators with social and emotional learning resources centered around themes of identity, community, and global citizenship. Taught after or alongside the other Wings for Kids Digital Lesson Bundles, these lessons aim to provide you with relevant and important content as you integrate SEL into your classroom culture and prepare students for 21st century challenges.

A classroom environment focused around SEL must ensure that its teaching and learning is culturally responsive and based on students' strengths. It can achieve this by building connections between students' learning, their culture, and their lived experiences. When students feel connected, heard, and valued, their classroom transforms into a safe place where they begin to feel a sense of belonging. Fostering student relationships—both within themselves and with those around them—is key to building this sense of security. It is only once students feel safe that they can then begin to work on understanding their emotions, expressing themselves, communicating, responding to conflict, and developing leadership skills.

These digital lesson bundles will help you in creating this safe place within your classroom. This particular lesson, *Who Am I? Who Are You?*, is the first digital lesson bundle in the 2021 series. It incorporates CASEL's core competencies for social and emotional learning and specific Wings for Kids strategies into an exploration designed to help students lead with their identity. A strong understanding and value of one's identity is associated with higher self-esteem and increased tolerance, and can help children develop into more confident adults. Studies show that children can see differences amongst themselves and construct meaning from these differences from a young age. A healthy and positive sense of these differences can be influenced by family, community, and school experiences. However, research shows that essential conversations around identity are not occurring as often as they should.^[1] This digital learning bundle is therefore designed to support teachers as they begin these conversations in the classroom.

Discussions around identity, similarities, and differences can be difficult to broach. To help you start—or continue—this important work, below is a brief collection of tips and resources.

Tips:

- Consider how your bias or lived experiences may be affecting your classroom, and how you can change this. What books are students exposed to? How is seating arranged? How do students participate in discussions?
- As you teach, continually ask yourself: How does this help my students learn about themselves and others?
- Feel, show, and model empathy. Try your best to understand where your students are coming from and why they may be acting a certain way.
- Give students numerous and diverse opportunities to build relationships and show others who they are.
- Acknowledge that certain conversations are difficult, but don't avoid them. Instead, help manage them. Indiana University's Center for Innovative Teaching and Learning offers the following guidelines for difficult classroom discussions:
 - Listen respectfully, without interrupting.
 - Allow everyone the opportunity to speak.



- Criticize ideas, not individuals or groups.
 - Avoid inflammatory language, including name-calling.
 - Ask questions when you don't understand; don't assume you know others' thinking or motivations.
 - Connect back to class concepts whenever possible.
 - Don't expect any individuals to speak on behalf of their gender, ethnic group, class, status, or the groups we perceive them to be a part of. [2]
- Find ways to celebrate every student.
 - Reflect, refine, and move forward: As teachers, you know that lessons rarely go perfectly. Reflect regularly on what is going well in your classroom and where your students need extra support. Then continue to march forward with these changes in mind.

Resources:

- [Letting Young People Lead with Their Identity](#)
- [Why We Can't Afford White-Washed Social-Emotional Learning](#)
- [5 Culturally Responsive Teaching Strategies](#)
- [Supporting Racial Equity with Culturally Responsive Pedagogy and SEL](#)
- [How to Support Young Learners in Racially Diverse Classrooms](#)

[1] <https://www.sesameworkshop.org/what-we-do/research-and-innovation/sesame-workshop-identity-matters-study>

[2] <https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/index.html>