



Who Am I? Who Are You?

Objectives

Students will:

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

Overview

In this module, students in kindergarten through second grade will continue to 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 what it feels like when their identity is misinterpreted, and they will discuss 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 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 the interactive elements, including images, text boxes, and links that 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 them. There will be information on how to proceed 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 to 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 each other.

Grade Level

Kindergarten—Grade 2

Essential Questions

- Who am I?
- What makes me unique?
- Who do others think I am?
- Why should I be proud of 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:

- *I'm Like You, You're Like Me* by Cindy Gainer or a version of the [video read-aloud](#)
- **Handout 2: Interests & Expertise Cards**, one per student (cut out in advance)

Day 2:

- Index cards or small pieces of paper, one per student
- **Handout 3: Who Am I?**, one per student
- **Handout 4: My Identity Circle**, one per student

Day 3:

- Upbeat classical music (Option [A](#), Option [B](#), or music of the teacher's choice) to play for the class
- **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 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 learning how to set and achieve goals, overcome obstacles, and develop 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 flexible and presented in shorter intervals as well. Depending on your classroom's needs, each lesson could be divided into four fifteen-minute increments, three twenty-minute increments, 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 probe students to identify and articulate their own emotions.

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 its importance. 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 identify other important factors that contribute to their identity, and they will consider how their outside traits, inside traits, and memories contribute to who they are. Students will then analyze the factors they consider most important to their own identity, and they will create an identity circle that illustrates these elements. The final activity in this session will guide students in explaining what it feels like when people make assumptions and fail to see them for who they really are.

In the final session, students will be introduced to an acronym that reminds them of the importance of marching to their own beat, and they will bring the acronym to life as they move around the classroom. They will then spend the remainder of the class session planning for and creating a personal bio poem that expresses student-chosen aspects of their identity. Students will be encouraged to share their poems and the module will wrap-up with a final class discussion around the importance of letting our identities shine.

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. Focus students' attention on the primary emotions listed in each square: Red = Angry, Blue = Sad; Green = Calm; Yellow = Happy.
- Then distribute the four mood squares from **Handout 1: Mood Squares** to each student.

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



- Use the following prompts to guide the class through using the mood meter to describe their feelings:
 - *Think* about how you are feeling today. Do you have lots of energy? Are you feeling positive or are you a little down?
 - Now let's try to describe this feeling. Remember: There are no good or bad feelings! If you were to pick just one word, would you say you are most close to feeling calm, angry, sad, or happy?
- Then encourage students to hold up the mood square that best describes their current feelings and invite students to look around at what their peers are sharing.
- Acknowledge that some students held up the same squares, and some students held up different squares.
- Then move on to the following prompts, each time asking students to hold up a mood square to indicate how they feel:
 - When I think about how I am alike, or similar, to the people around me, I feel [Red = Angry, Blue = Sad; Green = Calm; Yellow = Happy].
 - When I think about how I am different from the people around me, I feel [Red = Angry, Blue = Sad; Green = Calm; Yellow = Happy].
 - When I think about ME, I feel [Red = Angry, Blue = Sad; Green = Calm; Yellow = Happy].

Day 1 | Slide 2

- Click once and explain that our similarities and differences are what make us unique.
- Do your best to make eye contact with each student as you tell them that every single student in the class is unique and special in their own way. While everyone shares some similarities, we are all also very different. 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. However, sometimes being different can be hard!
- Tell students that over the next few days they are going to work on sharing who they are. This will help us 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 *I'm Like You, You're Like Me* by Cindy Gainer.
- Display the cover and read the title aloud.
- Take a picture walk through the pages with the class and invite students to share what they think the story will be about.

Tip: *If you don't have a copy of the book and are instead sharing a [video read-aloud](#), you can still do a picture walk by clicking through the video and pausing at different points.*

- Then begin to read the story or display a version of the video read-aloud until you read the page that says: "It's fun to find ways I'm like you and you're like me. It's fun to find ways we're different."
- Tell students that before you continue reading, they will be challenged to find ways that they are alike *and* different! Then lead the class through the following steps:
 - Instruct everyone to stand up and walk slowly around the classroom.
 - Whenever they pass by a peer, tell them to make eye contact and say "hello."
 - After several seconds, instruct students to stop moving and high-five the person closest to them.
 - Then encourage them to face this peer and share their answer to: *What is your favorite food?*
 - Once students have shared, click twice and bring the class's attention to the Venn diagram on the slide.
 - Encourage pairs who had different favorite foods to share their responses. Record a few of these foods on opposite sides of the Venn diagram.
 - Next, ask any pairs who had the same favorite food to share. Record their similarities in the center of the Venn diagram.
- Then encourage students to walk around again and continue the same sequence of steps with each of the following questions:
 - What do you like about school?
 - What do you enjoy doing after school?
- Before moving back to *I'm Like You, You're Like Me*, review some of the ways that the students are alike and different.
- Then click twice and continue reading until you read the page that says: "Even though we're different in some ways, we can enjoy being together. We can show that we like and welcome each other. We can learn to accept each other."
- Repeat the line: "We can learn to accept each other."
- Help students understand that when you accept someone, you understand how you are both alike and how you are different... and you still treat them with care and kindness!
- Challenge students to look for examples of acceptance as you continue the story.
- When you finish reading, discuss the students' observations.
- Summarize that when you accept someone, you understand that it's okay to be different! We can accept ourselves for who we are and we can accept others for who they are.



Day 1 | Slide 4

- Click to project the *Unique Chant*.
- Then read it aloud as you perform the actions in italics. Explain that if you accept yourself and others, you understand:
 - We are different, not the same* (Action: Strike a unique pose)
 - Sharing strengths is our game* (Action: Flex your arm muscles)
 - You are special, so am I* (Action: High-five two people around you)
 - With our differences we can fly!* (Action: Outstretch your arms and pretend to fly)
- Once you've read through the chant once and demonstrated the actions, ask students to stand up and join you.
- Practice the chant at least twice all together and encourage students to strike their own unique pose each time.

Day 1 | Slide 5

- Tell the class that they are about to explore how being different and sharing strengths can help them fly!
- Give students one "Interests" card and one "Expert" card from **Handout 2: Interests & Expertise Cards**.
- Explain:
 - On the "Interests" card, students should write or draw something they are interested in and want to learn more about.
 - ◆ For example: Someone may draw a picture of a soccer ball because they love watching soccer and want to learn how to be a better player.
 - On the "Expert" card, students should write or draw something they believe is a strength for them.
 - ◆ For example: Someone might draw a picture of cookies because they are an expert at baking desserts.
- Click to display a list of categories in case students need help brainstorming. After reviewing them, give students a couple minutes to fill out their cards.
- Then encourage students to find a partner with whom they have not yet spoken with today.
- Guide the pairs in a discussion around their expertise and interests by clicking twice to project the following sentence stems one at a time. Read each prompt aloud as it is displayed and encourage each partner to fill in the blanks:
 - Introduce their interest by saying: *I am interested in learning more about _____.*
 - Respond to one other person's interest by saying: *Your interest also interests me because _____ or Let me tell you something I know about your interest: _____.*
 - Introduce your expertise by sharing: *I know a lot about _____.*
 - Respond to one other person's expertise by saying: *Can you teach me about _____?*



- Then bring the class back together and collect the students' cards. When time allows, display them in a dedicated part of the classroom as a way to encourage students to continue learning from each other.
- Finally, click twice more and wrap up by connecting the activity back to the *Unique Chant*.
- Ask the class: How can our differences help us fly?
- Be sure students understand that it is because of our differences that we can learn and grow together!

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 to display the personal mood meter, and spend a moment reviewing each of the different colors as you help students remember what each one means.

Tip: *If you think students are ready to focus on some or all of the other emotions listed in each color, you may begin to introduce each one. Otherwise, continue to focus on Red = Angry; Blue = Sad; Green = Calm; Yellow = Happy.*

- Then redistribute the four mood squares to each student, and instruct them to hold up the mood square that best matches their feelings after you read each of the following prompts:
 - Yesterday we talked about accepting others.
 - ◆ Think about a time yesterday or today when you accepted someone else. How did this make you feel?
 - ◆ Think about a time yesterday or today when someone else accepted you. How did this make you feel?
- Now focus on you!
 - 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?When I think about ME and who I am, I feel _____.

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 their 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. These are our personality strengths!
 - We also all have parts of our personality that may not be the best. These are our personality weaknesses.



- Encourage students to think about parts of their personality that they consider strengths—in other words, parts of their personality that they like and that help them in life.
- Click to display a list of possible personality strengths.
- Read through the list and encourage each student to choose a trait that they believe they have as a personality strength.
- Ask them to give you a thumbs up once they have one in mind.
- 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 and don't be shy.
 - Offer your help to others in a kind way.
- Ask students to create space between themselves and others, then go around the circle and encourage students to jump up and proudly share a personality trait that they believe is one of their strengths! As soon as the person next to one student sits back down, instruct the next student to pop up and share theirs.
- Before moving on, exclaim that you are proud of all of the positive personality strengths that each student has. Every student has strengths that can be used to help themselves and help others!

Day 2 | Slide 8

- Then go on to explain that some personality traits can hold us back. In other words, we all have parts of our personality that make things harder for us. These parts of our personality might make it harder for us to get along with others or may make it harder for us to 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 everyone has parts of their personality that aren't positive.
- Then explain the good news: No part of our personality is set in stone! Our personalities are growing and changing all the time. When we realize and admit our personality weaknesses, we can work on them and try to become an even better person!
- Click again and review and/or explain that when it comes to our weaknesses, we should always:
 - Admit them and don't be embarrassed.
 - Work on them so you can get better.
 - Ask for help when you need it.
- Then encourage students to think about one of their personality weaknesses and give you a thumbs up when they have one in mind.
- As students give you a thumbs up, give them an index card and instruct them to write or illustrate one of their personality weaknesses. Tell students that they do not need to write their name on their cards.
- Then collect the cards and pull out a few to share. Place them in front of you or on the board as you do.



- Wrap up by the slide by telling the class that you are proud of everyone for also admitting their weaknesses. Knowing our weakness can be one of the hardest parts of accepting ourselves.
- Remind the class that just like everything 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 perfect, life would be boring!

Day 2 | Slide 9

- Explain that strengths, weaknesses, expertise, and interests are just some of the parts of us that make us unique.
- Bring students' attention to the slide and explain that these three categories can help us think even more about who we are.
- Then point to (and explain) the following categories:
 - Who we are on the **Inside**: our personalities, our feelings, our likes, our dislikes, what we know, what we don't know, etc.
 - What we look like on the **Outside**: the color of our skin, the texture of our hair, how short or tall we are, etc.
 - Our **Memories**: What happened in the past that makes us who we are today
- Click once to display an example ("I speak Spanish!") and read it aloud.
- Then ask students to point to the category in which they believe this characteristic falls.
- Click to add it to the "Inside" column.
- Then repeat these steps with each of the following:
 - I think bananas are gross—Inside
 - I have brown skin—Outside
 - I remember when I learned to read—Memories
 - I love soccer—Inside
 - I wear glasses—Outside
 - I remember making a new friend on the playground—Memories
 - I am shy sometimes—Inside
- Once the chart is complete, step back and explain that all of these characteristics—our inside traits, our outside traits, and our memories—make up our **identity** or the person we are!
- Then pass out one **Handout 3: Who Am I?** to each student.
- Explain that each student is now going to think about what makes up their own identity by filling out a chart like the one they just completed as a class.
- Review the headers on the handout, and then give students time to work individually or with a partner to fill out the three categories. Challenge them to record at least four characteristics in each category.
Tip: Depending on the needs of your students, you may also lead the class through completing each section.
- Once students have wrapped up **Handout 3**, again review that our identity is who we are, and it is made up of every little part of us! Our identity is not defined by just one thing. For example, being funny or being tall is not our whole identity. There are many, many parts that make up you and me.

**Day 2 | Slide 10**

- Next, distribute one **Handout 4: My Identity Circle** to each student.
- Explain that students will now pretend that this circle represents their entire identity.
- Ask them to think: If they were to fill the circle with all the different pieces of their identity from their **Handout 3: Who Am I?** chart, what would their circle look like?
- Click three times to show an example of someone who started working on their Identity Circle. Explain:
 - This person made “Spanish” the biggest section so far because their Spanish background is very important to them.
 - Their dislike for bananas is the least important, so it takes up the smallest section.
 - Their love of soccer is more important than their dislike of bananas but less important than their language.
- Help students understand that this student would then continue using their ideas from their **Who Am I?** chart until their circle was entirely filled in with all the most important parts of their identity!
- Then encourage students to look at their **Who Am I?** chart and think about what parts of their identity are more important than others. Remind them that these important parts should take up larger sections of their identity circle, whereas the less important parts can take up smaller parts.
Tip: If the idea of segmenting the circle into sections based on their importance is too challenging for students, you can either skip this step or encourage students to make important parts of their identity larger and less important parts smaller—without focusing on proportion.
- Once students understand the instructions, challenge them to fill their circles with as many parts of their identity as possible. They should label each part with a word or a picture!

Day 2 | Slide 11

- Once students have finished, instruct them to come back and join you in a circle or semicircle on the floor with their identity circles in hand.
- Encourage students to examine their completed identity circles. Explain that one big part of our identity is how we see ourselves. Their identity circles show this!
- Then tell the class that another part of our identity is how other people see us.
- Ask the class to indicate through a head nod or shake: Has anyone ever said something about you that isn’t true?
- Click once to project the statement: “People may think that I _____ ... but really I _____.”
- To help students talk about times when this has happened, read the sentence stem aloud. Explain that the first blank should be filled out with something others think about them that isn’t true. The next blank should tell the truth!
- For instance:
 - “People may think that I don’t want to make new friends ... but really, I would love to have lots of friends.
 - “People may think that I don’t like speaking English ... but really, I am just nervous someone will make fun of my accent!”



- Guide students through this activity by first encouraging them to choose something on their identity circle that may give people the wrong impression or make people confused.
 - For instance: Because I am shy, people may think I don't want to make friends. Or, because I speak Spanish, people may think I don't like speaking English.
- Then slowly go around the circle and give students a chance to share and fill in the blanks on the slide. Try to ensure that everyone has a chance to share.

Day 2 | Slide 12

- Wrap up with a class discussion around identity.
- Encourage students to form small groups with those around them and click once to project the first question, then twice more to project the second question for students to discuss with their peers.
 - How does it feel when others see us incorrectly?
 - How can we help others understand who we are?
- Then bring the class back together.
- Click twice and ask: How can we stay positive and proud of our identities?
- After hearing students' thoughts, click twice more and conclude by presenting students with *Push & Pull*.
- Explain that if we feel like negative comments are affecting us, we can give ourselves some positive self-talk! In other words, we can 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 every student to think of one positive thought about themselves that they can keep in their head and use to push out negative thoughts throughout the day.
- Ask students to give you a thumbs up when they have one in mind and use this to dismiss them one-by-one to their next subject, class, or 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 personal mood meter and redistribute the four mood squares to each student.
- Review the emotions behind the primary colors: Red = Angry; Blue = Sad; Green = Calm; Yellow = Happy.
- Also introduce and/or review the other emotions associated with each color.
Tip: *It may be helpful to review situations in which students might feel these emotions or ask students to demonstrate the facial and body expressions that they associate with each one.*
- Explain that students can select any of the emotions on the squares to describe their feelings today.
- Then instruct the class to select an emotion and hold up the mood square that matches their feelings after you read through each prompt:
 - When I think about the fact that 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 that:
 - You are going to play some music.
 - The class should follow you as you move around the room.
 - As they follow you, every student should listen carefully to the music and “walk to their own beat.” In other words, every class member should move their bodies in a way that is inspired by the music!
- Then use the Internet to play Option [A](#), Option [B](#), or other appropriate upbeat music of your choice.
- Once you begin the music, instruct the class to stand up and form a line behind you. Then lead students around the classroom for a couple minutes and remind them to move—and march—to their own beat!
- Once students are marching to their own beat, encourage them to look around at their peers’ beats too.

Day 3 | Slide 15

- Bring the class back to a seated circle or semi-circle, and ask: What happened when we all marched to our own beat?
- Help the class arrive at the answer that while everyone was moving together, everyone was also being themselves.
- Explain that the saying *march to your own beat* means that you are true to yourself. Everyone in the classroom should always feel like they can proudly march to their own beat. To help everyone feel comfortable doing this, we need to make sure we are accepting, kind, and caring to everyone!
- Click once and explain that there is an easy way to remember how to do this.
- Then click again 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 remember how we can encourage ourselves and those around us to march to our own beat.

Day 3 | Slide 16

- To help students march to their own beat and learn more about each other *and* themselves, explain that the class will now work together to write a Bio Poem—which is a poem all about them!
- Distribute one **Handout 5: My Bio Poem** to each student and instruct them to return to their desks and take out a pencil and drawing materials.



- Explain that you—and everyone in the class—will create each line of their Bio Poem at the same time. Students should follow along with you and not skip ahead.

Tips:

- It may be helpful to first work as a class to fill in the blanks for a literary character that the class knows before students think about themselves.
- As students are working on their own lines, they may benefit from brainstorming ideas with a partner.
- For each line (except first name, last name, and town/city name), you may decide whether students should write or draw a picture, depending on their ability level.
- Encourage students who finish any line early to begin filling in the squares on the back with pictures that represent their identity.
- Then click to display and click again to remove each of the lines below as you walk students through creating their poem:
 - Line 1: Write your first name.
 - Line 2: Write at least three words or draw at least three emojis that describe yourself! You may use the emojis or words suggested on the slide or choose your own.
 - Line 3: I am a _____.
Ask students: Who are you to other people? Explain that they may be a sibling, child, grandchild, cousin, friend, neighbor, teammate, etc., and encourage them to choose at least one role that is important to them.
 - Line 4: I love _____.
Encourage students to choose a place, a thing, or an activity.
 - Line 5: I am afraid of _____.
 - Line 6: I dream of _____.
 - Line 7: I hope to _____.
Encourage students to brainstorm something they could do one day that will make a difference in the world.
 - Line 8: I live in _____.
Help students spell the name of the town, city, or state in which they live.
 - Line 9: Write your last name.
- As students finish, encourage them to continue illustrating the border of their poem with small pictures that exhibit other important parts of their identity.

Day 3 | Slide 17

- When students have finished their poems, bring the class back together and sit in a circle or semicircle on the floor. Join them by sitting at their level.
- Summarize the activities the students have completed over the last few sessions by discussing the following questions (clicking once to remove a question and again display the next one):



- What do you think makes YOU you?
- Why is it important to be yourself?
- How can we let others know that it's okay 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 their own special pieces. These pieces include our personality traits, our looks, what our bodies can do, what we want for ourselves, who we are to other people, the memories we keep, the dreams we have, and more. These different parts fit together like puzzle pieces to make up who we are.
- Remind the class: We should always be proud of who we are and never try to hide our identities. We also need to treat others the same way—with care, kindness, and acceptance no matter our differences.
- To wrap up and celebrate their unique identities, explain that everyone will take turns sharing their Bio Poems.
Tip: *To keep students' focus, it will be best to spread the sharing over several days.*
- Ask students: When our classmates are sharing, how can we show each other that we care about and value each other?
- Be sure students understand that they should listen attentively with their eyes, ears, and bodies.
- Then encourage a few students to kick off the sharing. Remind readers to stand tall, speak loudly and clearly, and proud of their identity!
- After a student shares:
 - 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 classmates to ask each other questions about the content in their poems so they can understand each other better.
 - Invite each student to hang their poem in a special place in the classroom.
- When the sharing is complete for the day, encourage students to look over these poems if they ever need help feeling happy with their identity or more sure of who they are ... or, if they would like to better understand their classmates!
- Then click twice and conclude by explaining that this collection of Bio Poems should help everyone remember the importance of the following lines.
- 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 class-wide Bio Poem that articulates and explains their group identity and then consider how it differs from their own.
- Students can search their classroom or school library for literary characters with whom they identify. Each student can then write a personal narrative that spotlights their own unique life story and add it to their classroom library.
- After learning more about the meaning of “culture,” students can create a collage that portrays their own culture.

K–2 Standards

National Health Standards

- 4.2.1: Demonstrate healthy ways to express needs, wants, and feelings.
- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core English Language Arts Standards

Writing:

- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- SL.1.1: Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6: Produce complete sentences when appropriate to task and situation.

Reading:

- RL.1.1: Ask and answer questions about key details in a text.
- RL.1.3: Describe characters, settings, and major events in a story, using key details.

		
FURIOUS	SHOCKED	SURPRISED
	ANGRY	
SCARED		NERVOUS
		
ANXIOUS	WORRIED	ANNOYED

		
UPBEAT	EXHILARATED	EXCITED
	HAPPY	
LIVELY		PROUD
		
PLEASANT	JOYFUL	PLAYFUL

			
ANXIOUS	HURT	DOWN	APATHETIC
	SAD		
HOPELESS		CONFUSED	
			
SAD	DEPRESSED	TIRED	

		
PEACEFUL	CONTENT	FULFILLED
	CALM	
CHILL		LOVING
		
THOUGHTFUL	SERENE	CAREFREE

INTEREST

I want to learn more about ... _____

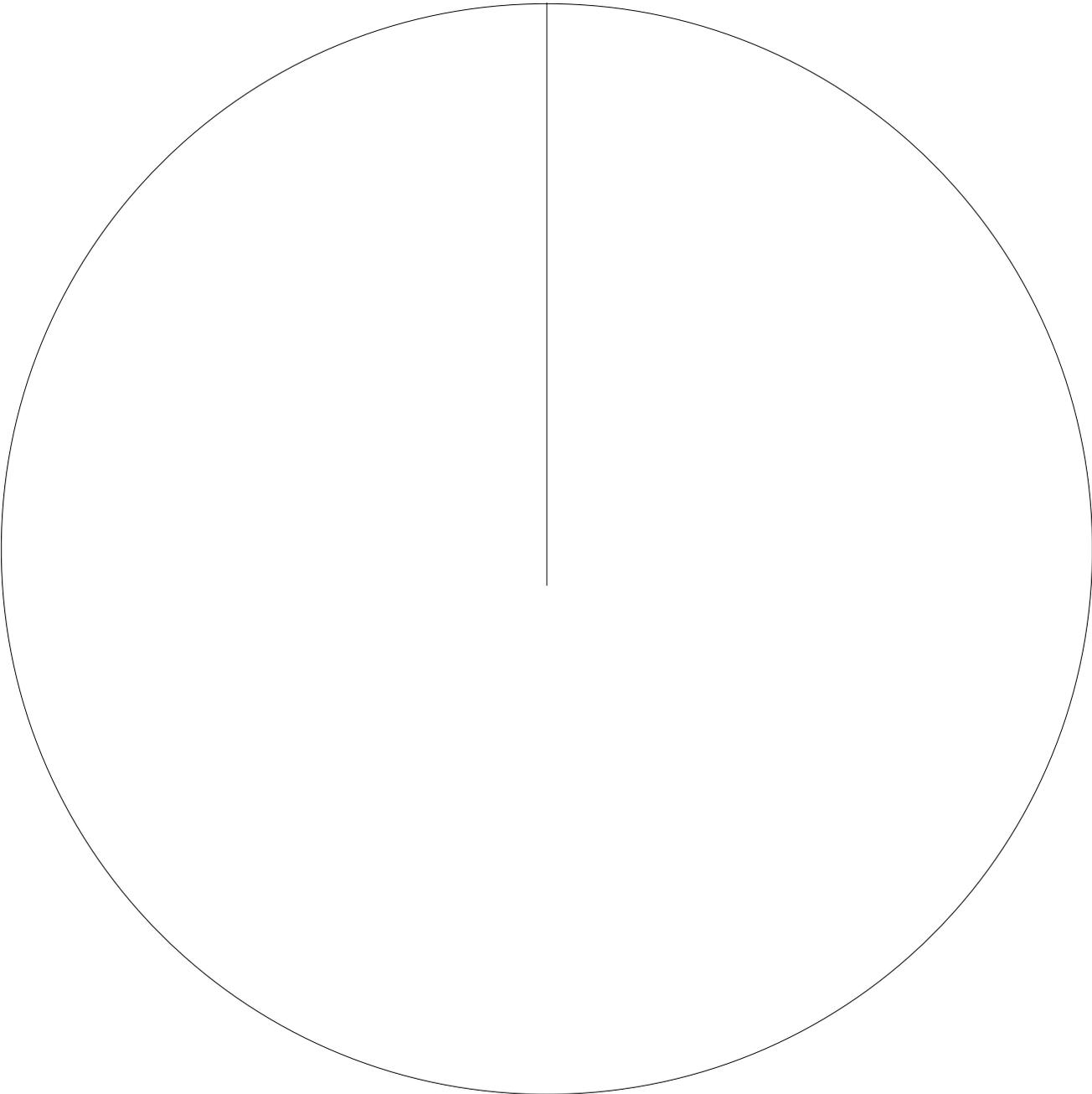
EXPERTISE

I am really good at ... _____

Who are YOU? Think about your...

Inside	Outside	Memories
		

I am...



1. _____

2. I am _____

3. I am a _____

4. I love _____

5. I am afraid of _____

6. I dream of _____

7. I hope to _____

8. I live in _____

9. _____



1	2	3
4	5	6
7	8	9

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>