



The My Identity Learning Plan supports students in understanding who they are. Students will learn celebrate who they are through developing a deeper understanding of identity, thinking about people who lift them up, and reflecting on their hopes and dreams. As a culminating activity, students will create a piece of artwork, song, or poem that tells about them.



## STANDARDS

- Learning for Justice Social Justice Standards: Identity 1 - ID.K-2.1
- Learning for Justice Social Justice Standards: Identity 4 - ID.K-2.4
- NYS Social Studies Framework: Individual Development and Cultural Identity: 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
- NCSS Standards: Theme 4: Individual Development and Identity (Lower Elementary)

## OBJECTIVES

- ✓ Students will be able to name some of their group identities.
- ✓ Students will be able to discuss loving people in their life who care for them.
- ✓ Students will reflect on part of their story that isn't told yet—their hopes and dreams for the future.

## GUIDING QUESTIONS

What is identity? What are some of my group identities?

Who are the important people in my life? How do they give me roots and wings?

How will my hopes and dreams fit into my story?

## MATERIALS

- Coloring materials
- Pictures and artifacts students bring in from home
- Identity Map worksheet
- Roots and Wings worksheet
- My Hopes and Dreams worksheet
- Inside My Head worksheet
- Sharing My Story worksheet

(Continued)



## ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions
- Students' ability to relate new content knowledge to prior knowledge throughout the day
- Students' ability to collaborate with peers

Summative Assessment:  
Sharing My Story

## MATERIALS (CONTINUED)

- Read a children's book about dreaming big. Ideas include:
  - Mae Among the Stars by Roda Ahmed and Stasia Burrington
  - Brontorina by James Howe
  - The Almost Impossible Thing by Basak Agaoglu



## EXTENSION ACTIVITIES

- Invite students to share the Sharing My Story worksheet with their families. If family members or caregivers create one of the projects on the choice board, invite students to bring in their work to share with the rest of the class. This is an opportunity for students to get to know each other on a deeper level as they learn about some of the most important people in each other's lives.



## DIFFERENTIATION STRATEGIES

- Prior to the lesson, build out content knowledge by exposing students to a variety of books that support identity development. Book ideas include (but are not limited to):
  - It Feels Good To Be Yourself by Theresa Thorn and Noah Grigni
  - Our Skin: A First Conversation About Race by Megan Madison, Jessica Ralli, and Isabel Roxas
  - They, She, He, Easy as ABC by Maya and Matthew of Reflection Press
  - Always Anjali by Sheetal Sheth
  - Max and the Talent Show by Kyle Lukoff
  - Cannonball by Sacha Cotter
  - Fry Bread by Kevin Noble Maillard
- If students are unable to verbalize their understanding of the learning plan objectives, utilize assistive technology to support them.
- Connect the content to your own life and provide tangible examples for students that illustrate your identity and what makes you special. For example, Ms. Assales might explain, “I’m special because my father is Colombian and my mother is Belizean. I’m also Muslim, and my favorite holiday is Eid al-Fitr, which is the end of our fasting month of Ramadan.”
- Provide students with important vocabulary from the learning plan prior to partaking in the activities. Example vocabulary words include (but are not limited to):
  - Celebrate: to say something is great or important (like YOU!)
  - Family: the people who sometimes live with you and care for you
  - Identity: who you are (e.g., gender, ethnicity, race, religion, language, family size and composition, etc.)
  - Unique: unlike anything or anyone else





# ACTIVITY OVERVIEW

## Activity 1

### Identity Map

Students will learn what an identity is and fill out a chart with some of their group identities.

## Activity 2

### Roots and Wings

Students will think of the people in their lives who give them roots and wings.

## Activity 3

### My Hopes and Dreams

Students will think about what's to come in their story.

## Activity 4

### Inside My Head

Students draw pictures and write words to show the important things that go through their minds each day!

## Activity 5

### Sharing My Story

Students complete a project to teach their classmates things they might not know about them.

## ACTIVITY 1: IDENTITY MAP

- Prior to the activity, invite students to bring in some artifacts and pictures that connect to their identity. Bring in your own artifacts and pictures to share with students! Place them on a table before beginning the activity.
- Bring the students together and ask them to share something special about themselves.
- Explain to the students that everything they shared is part of their identity. Define identity in student-friendly language for students by saying something like, "Your identity is who you are. The things that make you special are not exactly the same as anyone else! We have many different "group" identities and some of them are the same and different from our friends. For example, I identify as a Black muslim male. I speak English and Arabic and I was raised by my mom and dad in New York City. I'm also an artist and love playing the piano."
- Go around in a circle and invite students to share some of their group identities with the rest of the class.
- Bring students to the table with pictures and artifacts. Invite student volunteers to share about what they brought in.
- Display the Identity Map worksheet. Read through the directions and ask students to explain them back to you in their own words.
- Model filling out the identity map using your artifacts and pictures to guide you.
- Next, invite a student to verbally explain some of the words and/or pictures they plan to add around their identity map.
- Provide the students with time to finish their identity maps.
- Put students in small groups to share their identity maps when they are finished.

**ACTIVITY 2: ROOTS AND WINGS**

- Bring students together to a comfortable place and ask them to think of some of the people in their lives who care for them.
- Explain to the students that the important people in our lives help us to grow and they also inspire us in different ways. Provide students with examples of people in your life who help you grow and inspire you to reach for the stars. Examples might include a teacher, mentor, parent, caregiver, aunt, friend, or an author/revolutionary person who has changed your perspective.
- Display the Roots and Wings worksheet and read through the directions, clarifying the meaning of people who give us roots and people who give us wings.
- Model filling in an example on the worksheet. Next, allow a student to come up to show their peers how to choose someone who gives them roots or wings (or both) and draw a picture of them. Guide them to write a sentence or two about that person.
- Allow students time to finish their worksheets in small groups or independently.
- Display their finished pieces of artwork around the classroom to remind them of all of the people who care for them!

**ACTIVITY 3: MY HOPES AND DREAMS**

- Bring the students together and display a children's book about dreaming big. Ideas include:
  - Mae Among the Stars by Roda Ahmed and Stasia Burrington
  - Brontorina by James Howe
  - The Almost Impossible Thing by Basak Agaoglu
- Invite the students to look at the cover of the book and predict what the book will be about. Allow a few students to share their ideas.
- Elaborate that the book is going to be about following your dreams, even when things are hard.
- Ask the students to share a time when they really wanted to do something and they kept trying, never giving up! How did they feel?
- Read the story and pause throughout to draw attention to times when the challenges came up, but the protagonist kept trying.
- When you finish reading, display the My Hopes and Dreams worksheet. Read through the directions and invite students to finish the sentences and create pictures to go along with each one.
- Provide time for students to share their finished work with the rest of the class. Remind students to bring their worksheet home and place it in a special box or drawer. In a year or two, they can get it back out and see if their current hopes and dreams are the same or different.



### ACTIVITY 4: INSIDE MY HEAD

- Bring students together and invite them to close their eyes. Prompt students to think about a time when they were very happy. Who was around? What were they doing? Where were they at? Invite a few students to share out their ideas.
- Explain to the students that each of them came up with something very different because we all have unique minds, no two alike! The way our brain works and the memories we keep are part of our identity.
- Display the Inside My Head worksheet. Read through the directions and invite a student to repeat them back to you in their own words.
- Provide an example for students prior to having them get started on their own. Rotate around the classroom and support students as necessary.
- After students finish, bring them back together in a circle. Have students hold their completed work up and encourage students to go on a mini art viewing with their eyes as they take in their peers' beautiful drawings and ideas.

### ACTIVITY 5: SHARING MY STORY

- Display the Sharing My Story worksheet.
- Read through the directions and explain to the students that they will have a chance to complete their project during a designated time for a week or more.
- Provide students with guidance related to material location, where to store their projects as they create them, and any other routines or procedures related to independent work.
- Once students finish their projects, have them fill out the reflection portion of their worksheet.
- Provide time over the course of a week for students to share their stories with the class. As students share, invite their peers to complete a simple exit ticket, such as:
  - 1 thing I learned about \_\_\_\_\_ was \_\_\_\_\_.
  - 1 thing I loved was \_\_\_\_\_.
  - 1 question I have is \_\_\_\_\_.

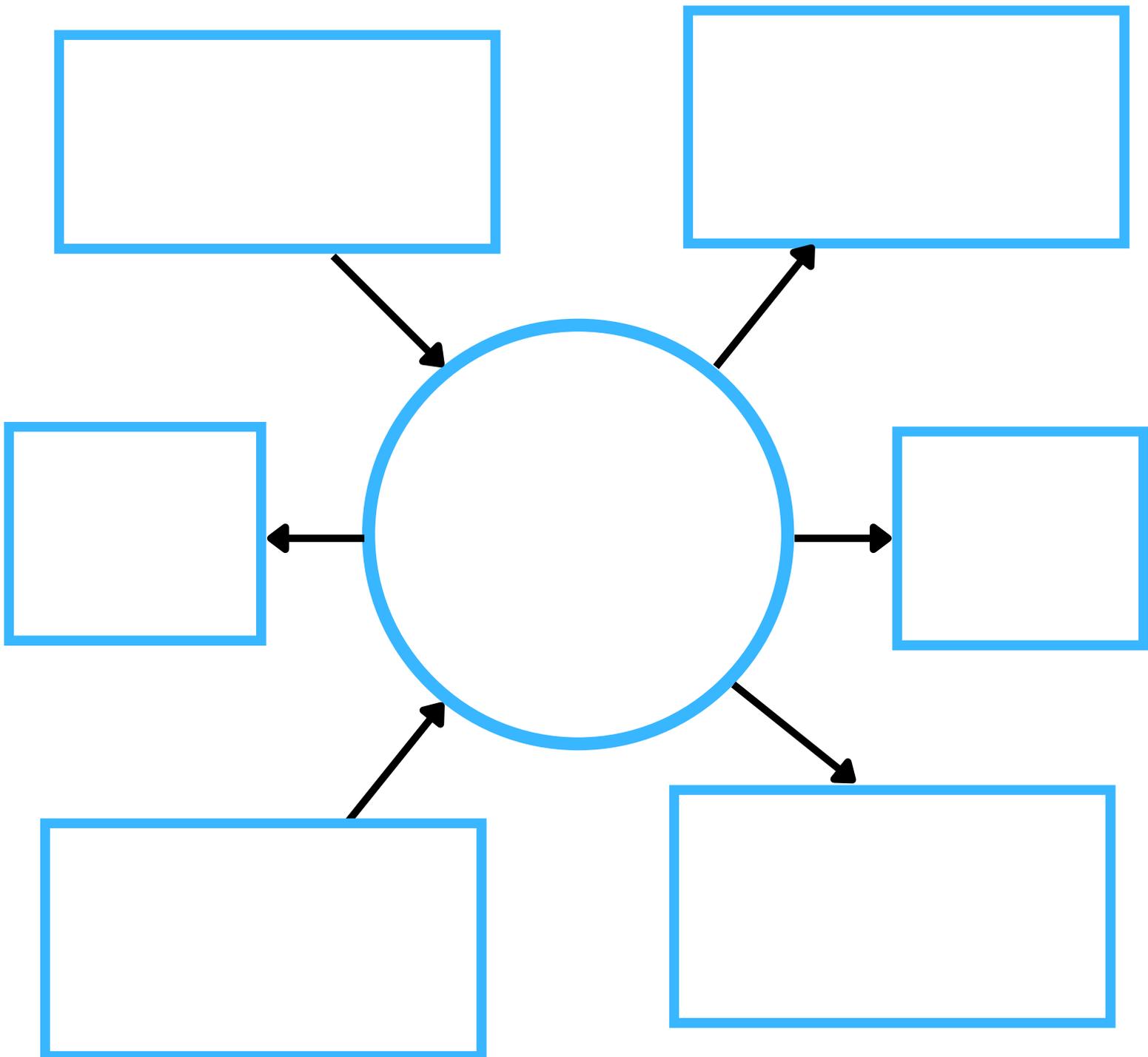


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# IDENTITY MAP

Directions: Write your name in the circle. In the boxes pointing away from the circle, write words or phrases that describe your identity. In the boxes pointing toward the circle, write how other people view your identity.

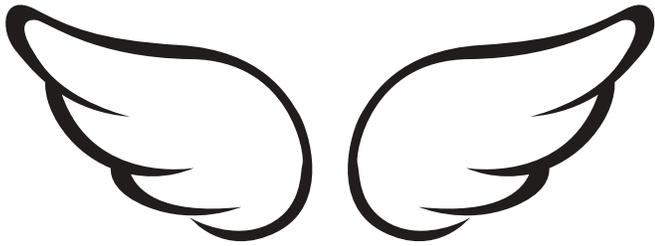


NAME \_\_\_\_\_

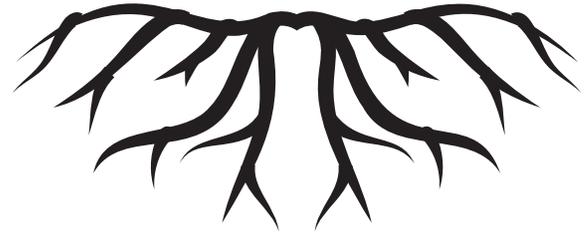
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# ROOTS AND WINGS

Directions: Draw pictures and write about the people in your life who give you roots and wings. People who give you roots are those who help you grow. People who give you wings are those who inspire you to reach for the stars! Some people in your life might give you roots AND wings.



These people give me wings:



These people give me roots:



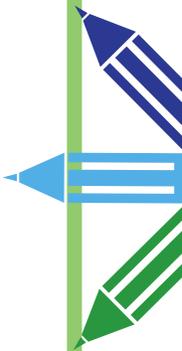
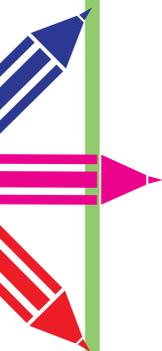
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# MY HOPES AND DREAMS

Directions: Complete the worksheet with your hopes and dreams. Place them in a special place and look at them in years to come. Did your hopes and dreams change or stay the same?

I hope that I can....	I hope that I will....	A dream I have is to...

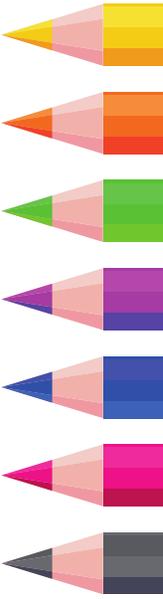
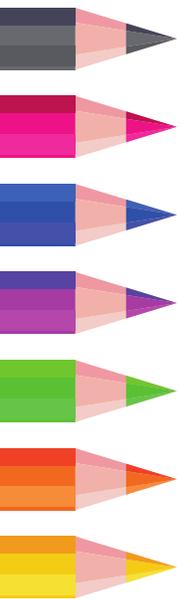
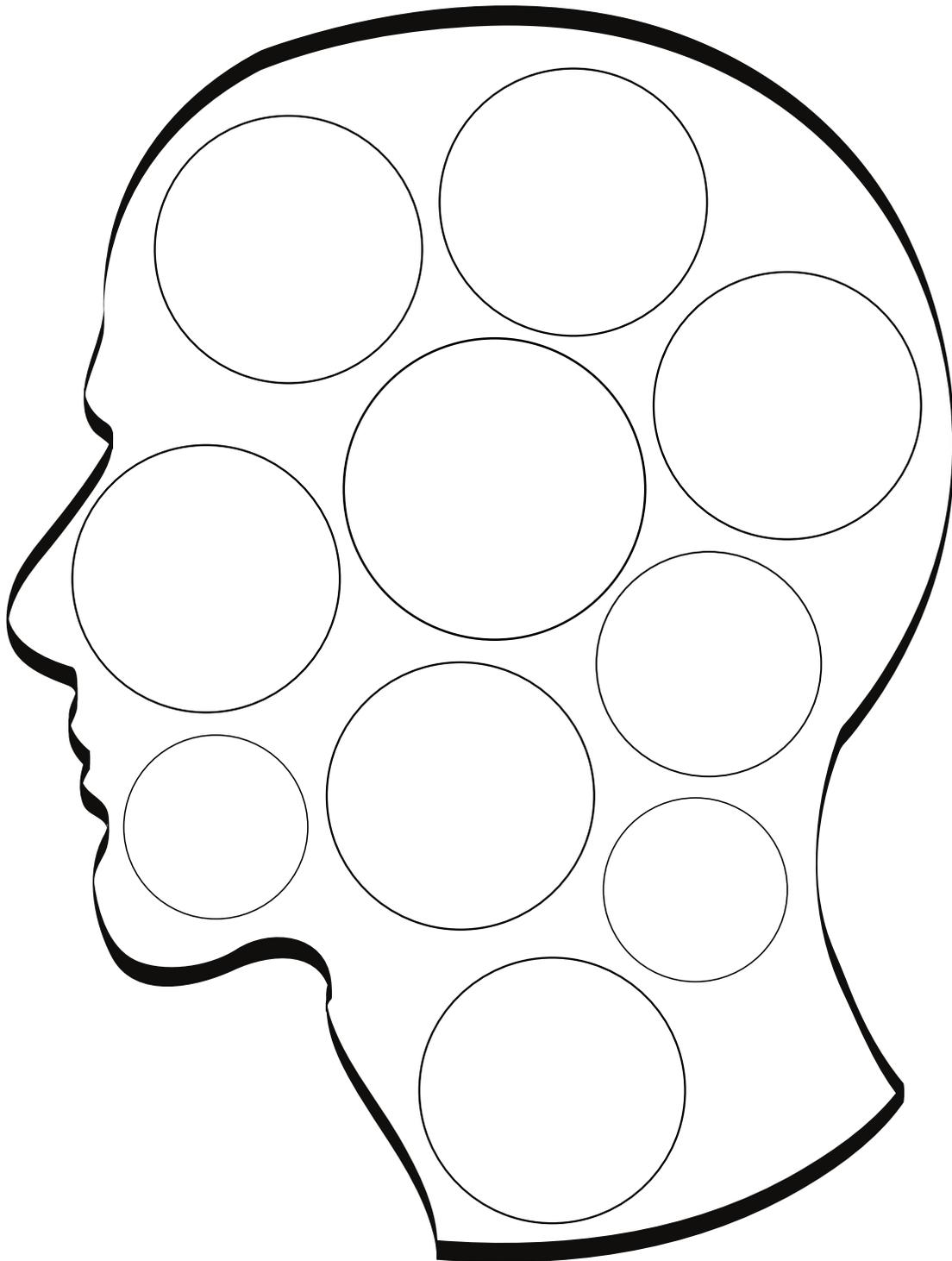


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# INSIDE MY HEAD

Directions: Draw pictures and write about all of the things that fill your mind! You might include ideas you have, special people in your life, or a pet you care about.



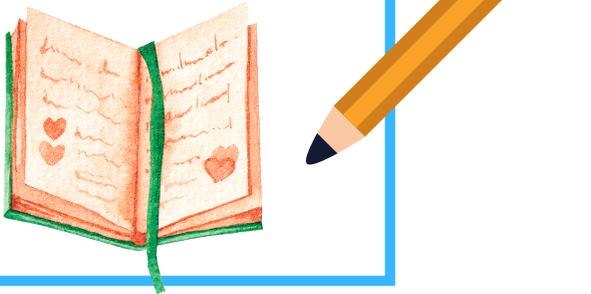
# SHARING MY STORY

Directions: Choose one of the ideas from the choice board to share your story with your peers—or create your own idea!

Shoebox Story  
 Fill a shoe box with pictures and items that tell about you. Include notecards that tell why each thing you choose is special.



My Poem  
 Create a poem about yourself. Share your poem with your friends and family.



My Story is Art  
 Create a piece of artwork that tells your story. Choose the materials you use carefully. Will you use paint, watercolors, collage or clay?




Dance From the Heart  
 Choose a song that speaks to you. Next, think of what moves you will include. Will you move fast or slow? What parts of your life will you include in your dance?



## Reflection

My project represents who I am because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_