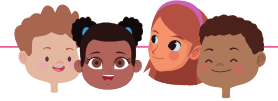


ALL ABOUT ME



The All About Me Learning Plan supports students with identity development in age-appropriate ways. Students will explore who they are, their favorite things to do, and identify grown-ups and friends in their lives who care for them. As a culminating activity, they will have a chance to show the world their unique and wonderful selves by choosing a meaningful project to share with their loved ones.



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: K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
- NCSS Standards: Theme 4: Individual Development and Identity (Lower Elementary)

OBJECTIVES

- ✓ Students will be able to tell about themselves through scribbles, letter-like forms, drawing, and other creative mediums.
- ✓ Students will be able to communicate (e.g., words, movements, pictures, etc.) about their family and self.
- ✓ Students will be able to name some of their group identities (e.g. race, gender, religion, language, family composition, etc.)

GUIDING QUESTIONS

We all have a story that tells about us. What do you want people to know about you?

What grown-ups in your life are important to you?
How do they show they care?

What are some things that make you special?

MATERIALS

- Coloring materials
- My Handprint Tells a Story worksheet
- Who Am I? worksheet
- My Favorite Things To Do worksheet
- My Beautiful Self worksheet
- I Celebrate Myself worksheet
- Optional: Creative materials (e.g., dot stampers, gems, ribbon, oil pastels, foil, pom-poms, etc.)



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions.
- Students' scribbles, letter-like forms, drawings, art, and other artifacts that show understanding of learning plan objectives.
- Students' ability to relate new content knowledge to prior knowledge throughout the day.

**Summative Assessment:
I Celebrate Myself worksheet**

EXTENSION ACTIVITIES

- Support students in utilizing an online platform like Book Creator to create their own All About Me books or a classroom book that illustrates the many ways they are all special.
- Set out art supplies and invite students to make their own collage. Display the collages and invite students to share why they chose particular pictures to place on their collage and why they are special to them. Compare and contrast what you notice and wonder about student artwork.

DIFFERENTIATION STRATEGIES

- Build content knowledge by exposing students to a variety of books that support identity development. Book ideas include:
 - Being You: A First Conversation About Gender by Megan Madison, Jessica Ralli, and Ann/Andy Passchier
 - 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
 - The Day You Begin by Jacqueline Woodson
 - Cannonball by Sacha Cotter
 - Fry Bread by Kevin Noble Maillard
- If students are unable to verbalize their understanding of the objectives, encourage the use of assistive technology, movement, eye-gaze, gestures, and acting out to show their understanding.
- Connect the content to your own life and provide tangible examples for students that illustrate your identity and what makes you special.
- Provide students with important vocabulary from the learning plan prior to partaking in the activities. Example vocabulary words:
 - **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

My Handprint Tells a Story

Students will trace their hands and decorate them with a variety of creative materials.

Activity 2

Who Am I?

Students will create their own identity maps choosing words that describe them.

Activity 3

My Favorite Things To Do

Students will sort activity cards into piles that show their favorite things to do.

Activity 4

My Beautiful Self

Students will create their own self-portraits and describe what makes them special.

Activity 5

I Celebrate Myself

Students will choose to build, draw, paint, or create a song/dance that celebrates them.

ACTIVITY 1: MY HANDPRINT TELLS A STORY

- Display the My Handprint Tells A Story worksheet in a visible area so students can see it.
- Explain to the students that no one has a handprint just like theirs and that their handprint is something that makes them unique. Invite students to compare/contrast their hands with their peers using sentence starters such as “I notice...” and “I wonder...” using words like small, big, soft, smooth, warm, cool, brown, black, and beige. Support students in describing their hands.
- Next, encourage students to think about all of the things that they do throughout the day using their hands! Explain to the students that their handprints tell a story about them because they use them to play, create, move, touch, build, think, and so much more every single day. Invite students to think-pair-share with a partner about some of the things they use their hands for. Provide students with the opportunity to share out with each other.
- Model tracing your hand on the My Handprint Tells A Story worksheet and display a variety of creative materials such as crayons in a variety of skin tones, cut out strips of paper, gems, glitter, stickers, and whatever else you have available. Choose the skin tone that matches your skin and color in your hand lightly. Next, show students how to glue cut out paper to create patterns on their handprints or utilize vibrant colors to create designs over their handprints.
- Provide students with time to create their handprints and support students in verbalizing what makes their handprints special. Alternatively, provide students with a challenge as they use scribbles, letter-like forms, and letter strings to express their thinking on their paper.
- Display their handprints and invite students to go on a Gallery Walk (e.g., walking around the room to observe each other’s artwork) to view each other’s creations.



ACTIVITY 2: WHO AM I?

- Prior to the activity, create or bring in small pictures that connect with your identity. For example, if you are Polish, possibly a Polish outfit or doll, food you eat with your family, traditions you have, your preferred pronouns (e.g., she/her, he/him, they/their), place of worship if you have one, a picture of an activity you like to do (e.g., riding a bike) and people you love like family and friends.
- Describe each picture to the students and pass them around. Explain to the students that all of the pictures represent who you are, your identity.
- Define identity in student-friendly language by telling students that their identity is who they are! Identity has to do with racial identity, their gender, religion, traditions and holidays they celebrate, where they live, their family, and more. Encourage students to share information about themselves with others.
- Display the Who Am I? worksheet. Get out a small mirror and look in the mirror. Model how to create a picture of yourself using the outline of the body. Include details and draw attention to various body parts like eyes, nose, mouth, ears, hair, clothing, shoes, etc. Invite students to help you figure out what's missing from your picture.
- On the bottom of the Who Am I worksheet, read the sentence starters and finish them verbally. For example, say, "I am strong." Write the word strong in the box. Other examples might include (but are not limited to)
- I am Irish and Chinese. I am a girl. I am non-binary. I am creative.
- I have a grandma. I have a brother. I have a best friend.
- I can ride my bike. I can build with legos. I can be a good friend. I can do hard things.
- Invite students to share their responses to the sentence starters. Draw pictures and write words to represent their thinking.
- Pass out the Who Am I worksheets to students and provide them with time to complete them. Encourage students to work together and share coloring materials. Draw attention to their similarities and differences and encourage them to add details to their pictures when appropriate.



ACTIVITY 3: MY FAVORITE THINGS TO DO

- Prior to the activity: print and cut out one My Favorite Things To Do card set per partnership and place them in a basket. If able, laminate the cards for prolonged use and sturdiness. Alternatively, complete the activity as a whole group.
- Gather students together and explain that today they are going to talk about their favorite things. Elaborate by explaining that we might have a favorite toy, piece of clothing, food, song, place to go, movie, or thing that we do with a caregiver or loved one.
- Allow students time to share some of their favorite things. Record their ideas on an anchor chart or the whiteboard. Compare and contrast student answers.
- Reinforce that our favorite things to do are part of what makes us each so special.
- Display a basket filled with the My Favorite Things To Do cards. Read each activity and point to the picture.
- Explain to the students that they will be getting into partnerships and have a chance to look through the cards and choose their favorite activity. Students can choose more than one activity that they enjoy. Provide students with time to look through the activity cards.
- Next, allow students to choose from a variety of activities to participate in based on their choices (e.g., paint, build, create, pretend, etc.) Allow students to move throughout the activities if they feel inclined to do so.



ACTIVITY 4: MY BEAUTIFUL SELF

- Gather students together and bring out a small mirror.
- Look into the mirror and describe what you see.
 - I see my face. I notice my eyes are round, my nose has a small stud in it, and my mouth is red from my lipstick. I also notice that I'm wearing my hair in locs today.
- Pass the mirror around and invite students to look into the mirror and share what they see.
- Display the My Beautiful Self worksheet and coloring materials. Model how to create a portrait. Describe the shape of your face, ears, eyes, nose, hair, skin tone, and eye color as you draw on the worksheet with a pencil. Next, gently color in your portrait with coloring materials (e.g., crayons or colored pencils will work best for this activity).
- Provide students with mirrors and time to complete their My Beautiful Self worksheets. Invite students to share their portraits with each other and use sentence frames/questions to encourage them to comment on each other's work. Ideas include:
 - I like the way you ____.
 - I notice that you ____.
 - How did you ____?

ACTIVITY 5: I CELEBRATE MYSELF

- Explain to the students that they are going to have a chance to create their very own project all about themselves!
- Review some of the activities you've done until this point and involve students in sharing their ideas around identity, what makes them special, and why it's important to celebrate ourselves.
- Display the I Celebrate Myself! Choice Board worksheet and read the choices to students. Provide students with simple examples of each.
- Over the next week or so, dedicate time for students to work on the I Celebrate Myself! projects. Support them as needed.
- Provide time for students to share their projects with each other and encourage students to share what they learned about each other as a culminating activity.

NAME _____

DATE _____

MY HANDPRINT TELLS A STORY

Directions: Trace your hand or invite a friend or grown-up to trace it for you. Next, decorate your hand using your skin tone, other vibrant colors, patterns, shapes, and creative materials. What makes your handprint special? Share with your friends!

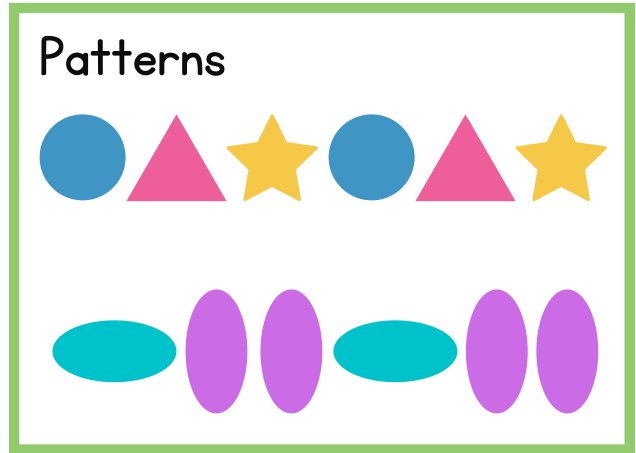
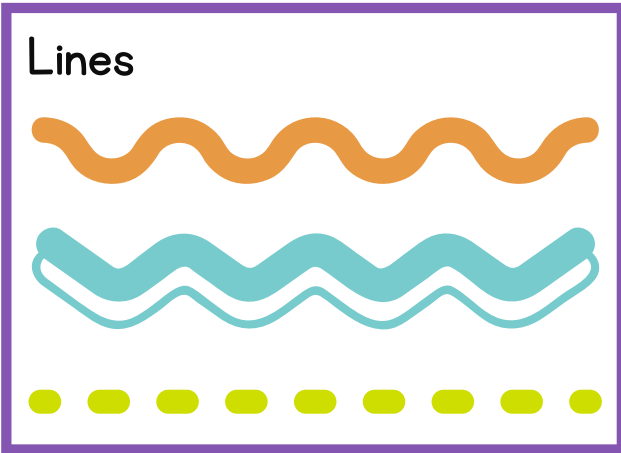


My handprint is special because _____

NAME _____

DATE _____

HANDPRINT INSPIRATION REFERENCE SHEET

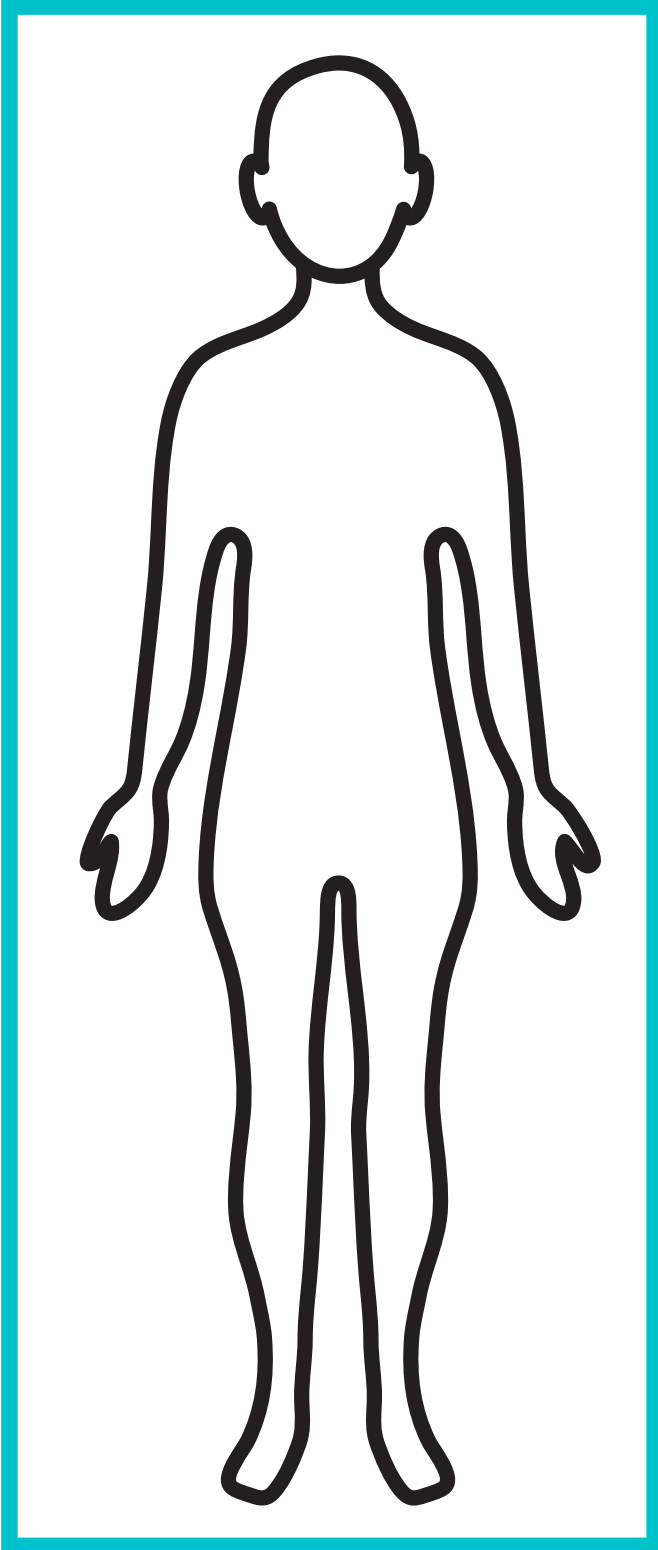


NAME _____

DATE _____

WHO AM I?

Directions: Look in the mirror. Next, create a picture of yourself below!



I am ...

I have ...

I can ...

NAME _____

DATE _____

MY FAVORITE THINGS TO DO

Cut out the cards and laminate them. Next, place the cards in a basket and invite students to work in partners or small groups to choose and share about their favorite activity. If time allows, provide students with time to break out into small groups and partake in their favorite activity!



| | |
|--|--|
|  <p>Build</p> |  <p>Explore</p> |
|  <p>Bubbles</p> |  <p>Music</p> |



NAME _____

DATE _____

MY FAVORITE THINGS TO DO

Cut out the cards and laminate them. Next, place the cards in a basket and invite students to work in partners or small groups to choose and share about their favorite activity. If time allows, provide students with time to break out into small groups and partake in their favorite activity!



| | |
|--|---|
|  <p>Paint</p> |  <p>Create</p> |
|  <p>Pretend</p> |  <p>Small world</p> |

NAME _____

DATE _____

MY BEAUTIFUL SELF

Directions: Look at yourself in the mirror. Next, draw a portrait of yourself. A portrait is a drawing of your face. Finally, use scribbles, letter-like forms, or pictures to share what you love about yourself.



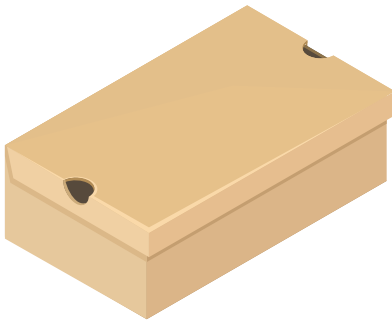
I love myself because _____

I CELEBRATE MYSELF! CHOICE BOARD

Directions: Choose a way to celebrate yourself.
Share with your friends and family!

MY STORY IN A SHOEBOX

Decorate a shoebox (or any small cardboard box) and fill it with some of your favorite things. Draw a picture to represent larger items or family members. Share your special box with your friends!



SINGING MY SONG

Create a song that tells about you!
Use the inspiration below to help you.

My name is _____

I'm special because _____

There's no one just like me because
I'm unique.

I like to _____

I'm happy when I _____



ART TELLS A STORY

Create a piece of artwork
that tells about you!



DOUGH CREATIONS

Use playdough to create something
that tells about you. Ideas might
include your favorite animal,
people special in your life, or a
favorite place to go. Get creative!

