



# I CELEBRATE MYSELF



The I Celebrate Myself Learning Plan invites students to explore the things that make them who they are! Students will dive deeper into their many intersecting identities, tap into their self-awareness through meditation, and reflect on special people in their lives. As a culminating activity, students will have a chance to tap into their creative side by designing a piece of artwork, creating a song or dance, or illustrating a book that tells more of their story.



## 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
- NCSS Standards: Theme 4: Individual Development and Identity (Lower Elementary)

## OBJECTIVES

- ✓ Students will be able to name some of their group identities.
- ✓ Students will learn about the practice of mindfulness and how it can help us listen to the voice inside.
- ✓ Students will reflect on some of the important people in their lives.

## GUIDING QUESTIONS

What are some of my group identities? How do my identities make me uniquely me?

How can meditation help me get to know myself better?

Who are the important people in my life?

## MATERIALS

- Pictures of students caregivers, families, and loved ones
- Sticky notes
- Finding Om by Rashmi Bismark
- Identity Map worksheet
- Getting to Know Myself worksheet
- Mindful Me worksheet
- Special People in My Life worksheet
- You Deserve a Shoutout Cards worksheet
- Sharing My Story worksheet



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## 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  
worksheet

## 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):
  - Dreamers by Yuyi Morales
  - Home is in Between by Mitali Perkins
  - It Feels Good To Be Yourself by Theresa Thorn and Noah Grigni
  - They, She, He, Easy as ABC by Maya and Matthew of Reflection Press
  - Swift Fox All Along by Rebecca Lee Thomas and Maya McKibbin
- 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 before 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

#### Diving Deep Into Identity

Students will have a chance to explore their many group identities by creating their own identity map.

### Activity 2

#### Getting to Know Myself

Students will fill out a trivia questionnaire to dive deep into who they are.

### Activity 3

#### Mindful Me

Students will learn about the practice of meditation and how it can help us get to know what's deep inside by bringing forth awareness.

### Activity 4

#### Special People in My Life

Students will reflect on the special people in their lives and bring home shout-out cards for their loved ones to fill in with all the things that make them special.

### Activity 5

#### Sharing My Story

Students will choose a creative outlet to teach their classmates more about their story.

### ACTIVITY 1: DIVING DEEP INTO IDENTITY

- Invite students to think about the word identity. Ask them if they've heard the word before and what it means to them.
- Play a short video that explores identity. For example, "Identity Explained for Children by Pop'n'Oilly." Alternatively, invite students to share a picture they brought in with their classmates.
- Invite students to share something they learned from either the video or their classmates.
- Bring out a picture of yourself and model how to describe yourself using a few of your group identities (e.g., gender, ethnicity, race, religion, language, family size and composition, etc.).
- Go around in a circle and invite students to share some of their group identities with the rest of the class.
- 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.
- Next, invite a student to verbally explain some of the words 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.





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## ACTIVITY 2: GETTING TO KNOW MYSELF

- Gather the students together and explain that they are going to play a brief game of trivia.
- Pass out sticky notes to each student and invite them to write down something their peers probably don't know about them. Provide sentence stems, such as:
  - I am \_\_\_\_\_.
  - I have \_\_\_\_\_.
  - I can \_\_\_\_\_.
- Collect the sticky notes and read them one at a time, inviting students to guess who wrote the sticky note. After a few guesses, say, "Will the writer of this sticky note please stand up?" to reveal who the note is about.
- After the game, explain to the students that
- Display the Getting to Know Myself worksheet. Read the directions to students and invite a student volunteer to read through the questions.
- Allow students time to finish their worksheets and circulate around the classroom to support them as necessary.
- Invite students to share their answers with their peers or keep them private.

## ACTIVITY 3: MINDFUL ME

- Bring students together in a comfortable area or if possible, head outside.
- Sit together for a moment and invite students to take a deep breath and notice their body sensations.
- Explain to the students that today they are going to learn about meditation. Define meditation as a practice that helps us become aware of ourselves and others. It helps us to focus and see the interconnectedness of all living things.
- Bring out Finding Om by Rashmi Bismark and read the About section. Ask students to think about how the author's identity influenced her decision to create a book about meditation for children.
- Read the story and pause throughout to invite students to share how meditation helps Anu get to know herself better.
- After reading, take a few minutes to breathe together. Invite students to place their hands on their stomachs and feel it go up with every inhale and down with every exhale.
- Ask students to reflect on the sensations that are happening in their bodies. Do they feel lighter? Calm? Is their mind less busy?
- Explain to the students that if they feel their mind thinking about many different things as they breathe, they can just notice their thoughts and let them pass like clouds in the sky.
- Display the Mindful Me worksheet and read the directions.
- Allow students time to complete the worksheet and invite them to share their pictures and the words they chose when they finish.



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## ACTIVITY 4: SPECIAL PEOPLE IN MY LIFE

- Bring out a picture of an important person in your life.
- Explain to the students why this person matters to you and how they make you feel. Tell students about the positive influence this person has had on your life.
- Invite students to share someone who is special to them. Ideas can include grandparents, parents, caregivers, aunts, uncles, friends, neighbors, teachers and more.
- Display the Special People in My Life worksheet and give students time to create a portrait of their special person and write about them using 3-5 sentences.
- Rotate around the classroom and support students as necessary.
- Allow students the opportunity to share their pictures and writing as time allows.
- Show students the You Deserve a Shoutout Cards worksheet and invite students to bring them home for their loved ones to fill out. Alternatively, students can ask their peers and teachers to fill them out at school!

## ACTIVITY 5: SHARING MY STORY

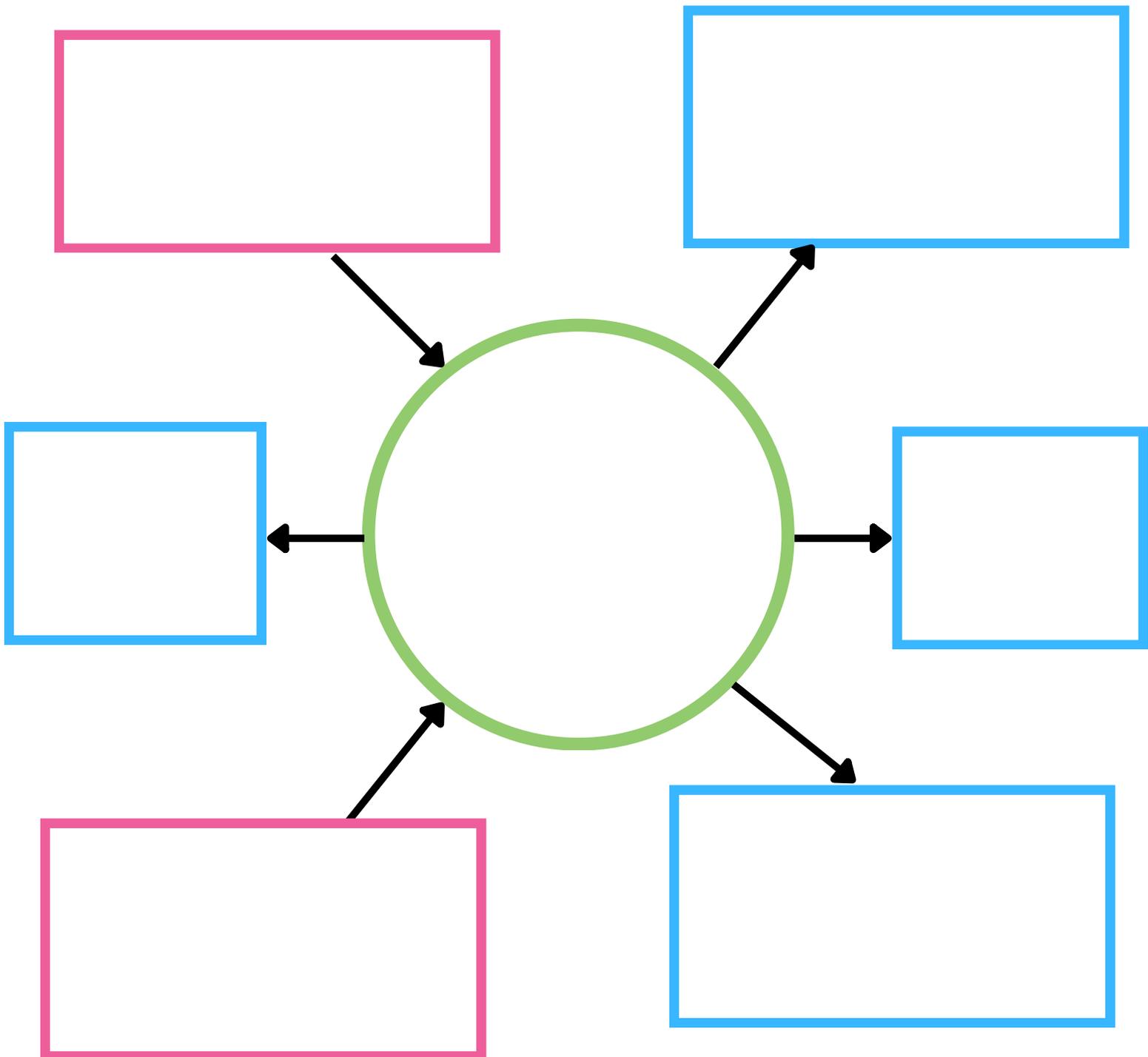
- Explain to the students that they are going to have a chance to show who they are by completing a project that allows them to choose a creative outlet to tell their story.
- Display the Sharing My Story worksheet and explain to the students that they will be able to work on their projects over the course of a week or more.
- Set up a designated work area in the classroom where students can access the materials they need to work on their projects.
- Show students the reflection portion on the bottom of the worksheet and explain that they should write 3-5 sentences to explain how their project represents them. Invite them to reflect on the following questions:
  - What can people learn about me from my project?
  - How is my project unique from my peers?
- 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 \_\_\_\_\_

DATE \_\_\_\_\_

# GETTING TO KNOW MYSELF

Directions: It's time for trivia! But this time, you get to answer questions about yourself! You may be surprised with your answers.

1. If you could travel anywhere, where would you go? Why?

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2. Think of a time when you felt really happy. Where were you? Who were you with?

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3. What are you really interested in right now?

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4. If you could choose a book that reminds you of parts of your identity, what would it be? Why?

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5. What piece of advice would you give yourself?

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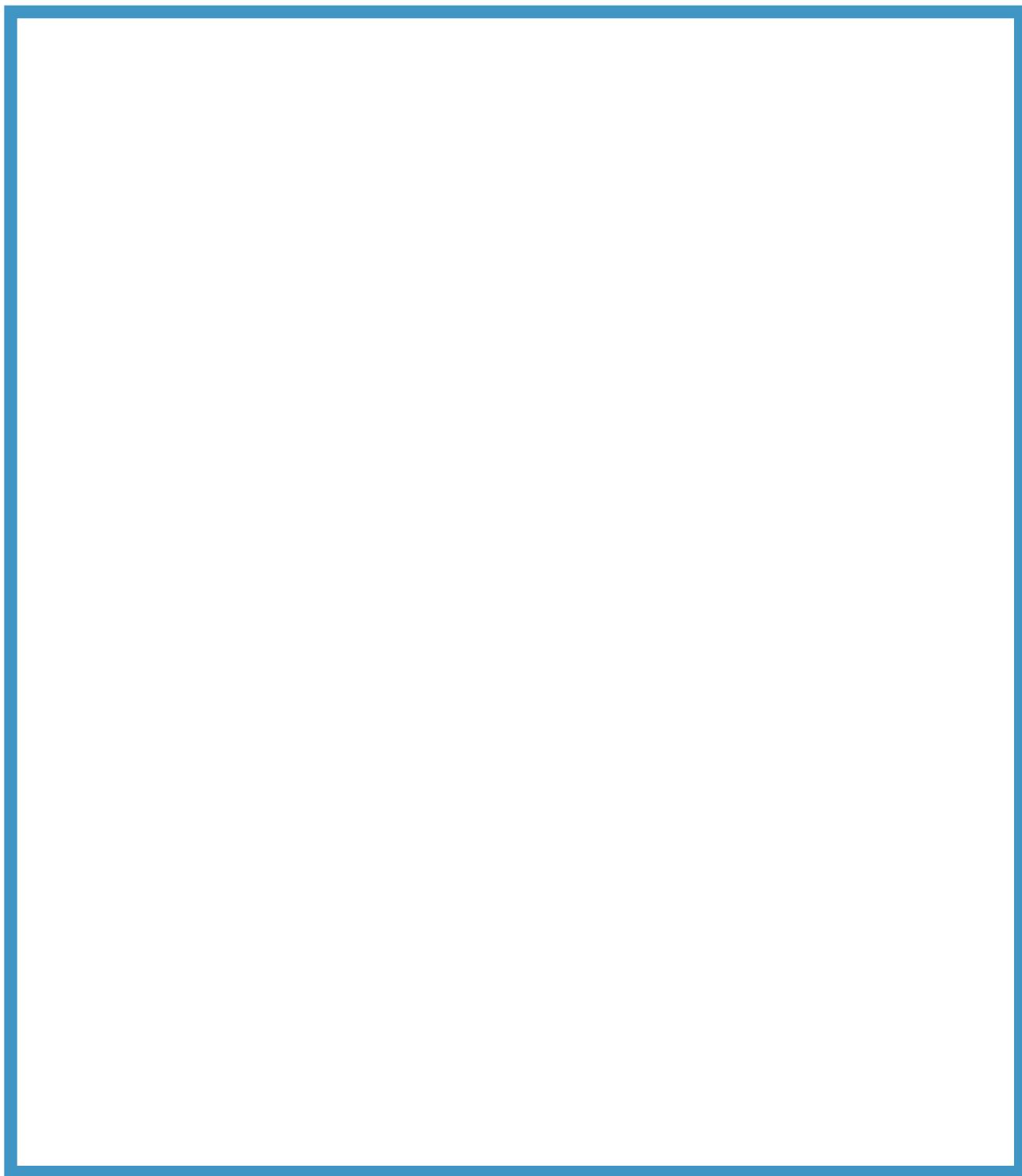
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NAME \_\_\_\_\_

DATE \_\_\_\_\_

# MINDFUL ME

Directions: Draw a picture of how you felt after meditating. Next, think about words that describe how you felt. Jot them down around your picture!

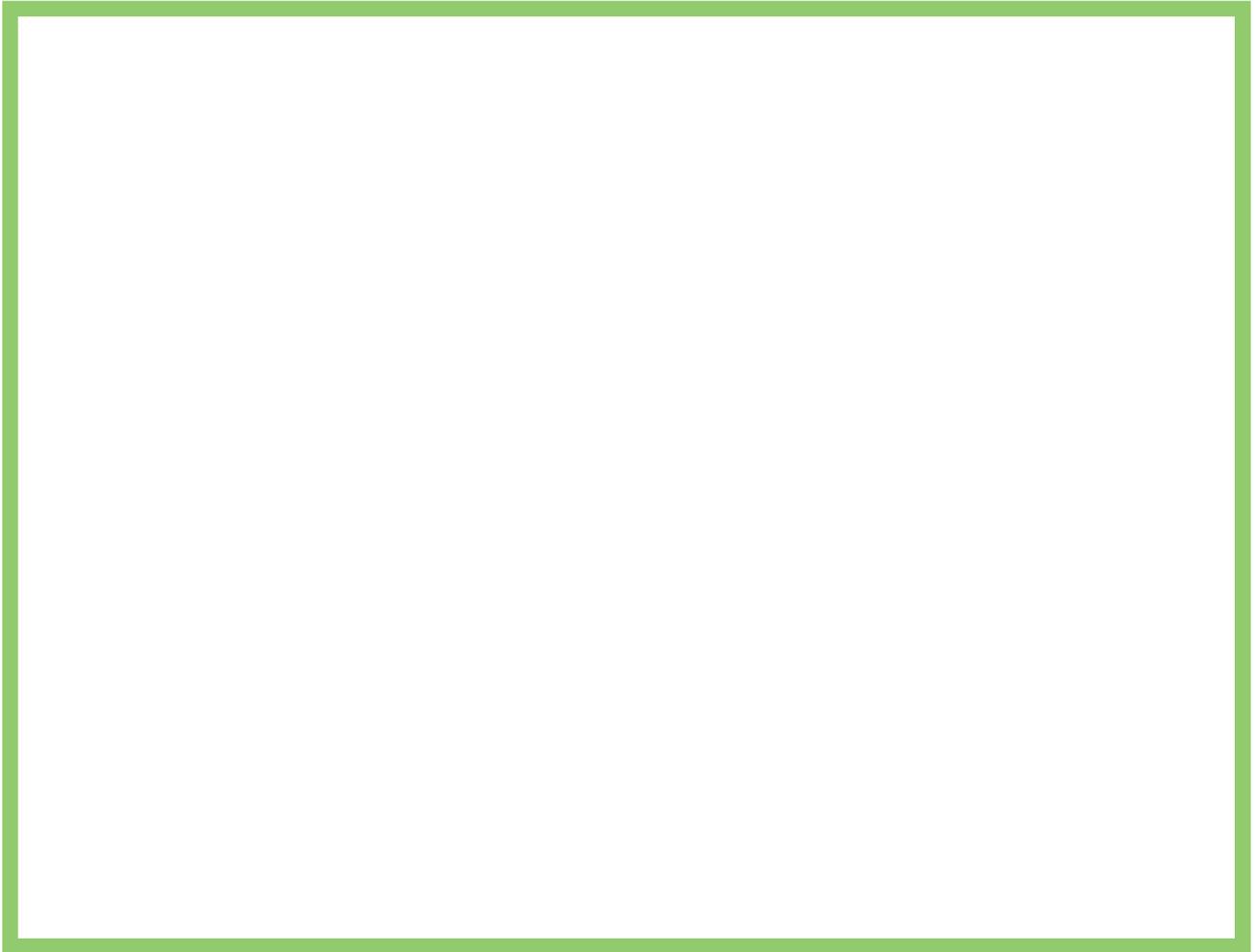


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# SPECIAL PEOPLE IN MY LIFE

Directions: Draw pictures and write about a special person or people in your life. Why are they important to you? How do they make you feel?



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NAME \_\_\_\_\_

DATE \_\_\_\_\_

# YOU DESERVE A SHOUTOUT CARDS

Directions: Write your name on each card and cut them out. Next, give the cards to special people in your life! Invite them to write down something special about you. Collect the cards and display them in a special area to remind yourself of how wonderful you are!



<p>NAME _____</p> <p>SHOUTOUT!</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>NAME _____</p> <p>SHOUTOUT!</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>NAME _____</p> <p>SHOUTOUT!</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>NAME _____</p> <p>SHOUTOUT!</p> <p>_____</p> <p>_____</p> <p>_____</p>

# 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, clay?



## Dance From the Heart

Choose a song that speaks to you. 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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_