

Who am I? Celebrating student's uniqueness.

Thematic Questions:

- What are some adjectives and words that describe you, and how do they make you unique?
- Does writing and sharing “I am” monologues celebrate individuality and promote a classroom community?

Know:

- Students will be able to point out what makes them unique.
- Students will be able to write and perform an “I am” poem.

Understand:

- Students will be able to understand the difference between interior and exterior qualities.

Do:

- Do students demonstrate understanding of the exercise during discussion and debrief?
- Can students perform their “I am” poems with ease?
- Comfortable sharing?

Materials needed for this lesson: Colored pencils, template of “I am” poem, 3 colored balls, pencils, paper

Opening Activity (Warm Up):

Tossing the Ball- Round 2

Ask the students to stand in a circle. Refresh their memory on the rules of the game (see lesson 1). This time will be more challenging because we will add a 3rd ball!

- Ball 1—Favorite color
- Ball 2—Something you are good at
- Ball 3—An adjective that describes you

Main Activities:

Part 1:

Blindfolded self portrait—

1. Students will each receive a piece of paper, a colored pencil, and a blindfold. They will then have to draw their self-portrait with the blindfold on.
2. Give students 1 minute to draw their self-portrait with blindfold on. Then take off blindfold and look at drawing.
3. How did you see yourself in your head? Did it translate on paper?
4. Roll on wall

Now we will use these self-portraits to learn about ourselves. (What’s on the inside, what’s on the outside).

- On the outside of your face write words or descriptions that are obvious to those around you. How do you think people see you? (Teacher model example—blue eyes, female, 29, confident, smiling, etc)
- On the inside of your face, write words that describe you that are not so obvious to others—things that make you who you are. (Teacher model example—shy, nervous, scared of heights, loves pasta, etc)

Part 2:

“I AM” Monologues:

- Students will take the discoveries learned about themselves from ball game and roll on wall (self-portrait) and turn them into a monologue about themselves.
- Teacher will hand out the format for “I AM” monologues (see attached). Teacher will model her own, and then give students 10 minutes to work on theirs.
- Students will break into pairs to share their monologues with each other.
- Then, in pairs, students will stand in front of the class (volunteer) and perform their “I am” monologues.

Reflection/Debrief/Close of Class:

- As each student performs, give her specific positive feedback about something that I learned about her and enjoyed about her monologue.
- Ask students how it felt to share these thoughts with their classmates?
- What did you learn about a classmate that you did not know before?

Who am I?

I am ... _____ (your name)

I am _____ (two characteristics you think represent you)

I am not _____

People might think I am _____

But, really I am _____

I am _____ (first line repeated)

I watch _____ (favorite movies or TV shows)

I play _____ (sport, instrument, activity, etc)

I love _____ (something/someone whom you love)

I am _____ (first line repeated)

I hear _____ (an imaginary sound)

I see _____ (an imaginary sight)

I want _____ (an actual desire)

I worry _____ (something that really bothers you)

I am _____ (first line repeated)

I am happiest when _____

But, I am saddest when _____

I question _____

I dream _____

I say _____ (something you believe in)

I am _____ (first line repeated)