



LESSON

2

I Am Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

You will need a larger space for this activity

Kindness in Action Home Extension Activity (1 per student)

RAK Journals

[Kindness Concept Posters:](#)
Respect, Self-Care

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.8.1

Colorado: Comprehensive Health S.3, GLE.2, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.a

SEL: Self-awareness, Self-management, Responsible decision making

[Learning standards key](#)

Identity Round Robin

Students will take time to explore their own identities and learn about the identities of their classmates.

Lesson Background for Teachers

5th Grade Unit: What Influences Us

This lesson builds on previous lessons in this unit.

Article: Stages of Identity Development:
<http://www.actforyouth.net/adolescence/identity/>

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

RESPONSIBILITY Being reliable to do the things that are expected or required in your life, home, community and environment

IDENTITY The characteristics and associations you use to define yourself.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having a partner to move around the circle with if the activity is challenging or confusing.
- Note cards with the written questions to help them track on the activity.
- Discussing the questions in small groups after they finish the activity.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

ReadWriteThink.org Sample Character Traits List: http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf

Share (3 mins)

Play two truths and a lie with the person sitting next to you. Tell them three things about yourself, two true and one false. See if they can guess which one is false!

Inspire

Identity Review (5 mins)

What are some of the things that make up our identities? (how we look, what we believe, where we live, our culture, etc.)

Today we are going to be looking at these aspects of our identity in a more specific way and sharing a bit of who we are with our classmates.

Empower

Identity Round Robin and Discussion (15 mins)

Have the students stand up and divide the class into two groups with the same number of students. If there isn't an even number of students, you can be in one of the groups.

Have one half of the class make a circle and stand facing out of the circle. Then have the other half of the class make a circle around them, and stand facing the students in the inner circle.

For this activity, I am going to ask a question and tell you how long you have to answer the question. You will answer the question to the person who is standing in front of you. Then I will say switch and your partner for that round will answer the same question. After you have done this, I will say rotate. The people in the outer circle will move to the right so they are standing in front of a different person.

*Remember, it is important to show **respect** when someone is sharing something with you. Please look them in the eye, be **respectful** with your words, actions and body language.*

Play as many rounds as you like, allowing less time to answer the simple, warm up questions and more time for the more complex questions.

Some sample questions include (or you can write your own):

- Name your favorite food and why.
- Name your favorite sports team and why.
- Name your favorite band and why.
- Describe a time when you felt proud to be part of a cultural group.
- Describe a custom or tradition that is important to you.
- Describe a time when you were discriminated against.
- Describe how this part of your identity has influenced a recent decision or choice.
- What are some **responsibilities** you have to your family or friends?
- Describe how your family has influenced your identity or who you are.
- What is something kind someone has said about you?
- Describe another person or people who have influenced your identity.

After finishing the activity, ask the following questions:

- Did you learn something new about someone that you didn't know before?
- Did anything you said to someone else surprise you?
- Was it difficult to answer any of the questions? Why or why not?
- What are some ways that we can respect other people's identities?
- How does learning about other people help us respect one another?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- *What are some ways we can share our identity with others?*
- *What did you learn about others today?*
- *How did you show respect during the round robin?*

Reflection Questions

- *How does getting to know someone change the way you think about them?*
- *Where were there things that were difficult for you to talk about today? Why do you think that is?*
- *Do you think your responsibilities shape your identity? Why?*

Summary

Opening ourselves up and revealing our identities to others can be challenging and it can be fun. By learning about others and sharing our identities, we gain a better understanding of the world we live in and realize that we are all not so different, creating a more inclusive and kinder world.



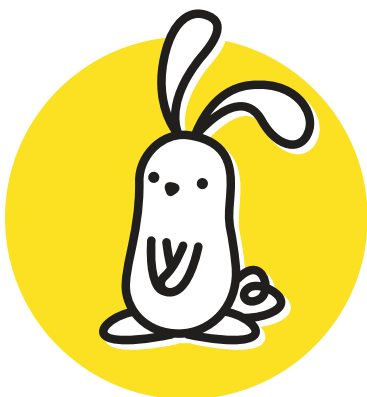
Act (2 mins)

Kindness Minute

Find someone in the room that you learned you have something in common with and tell them.

Kindness in Action

Complete the Home Extension Activity.



"I Am" Home Extension Activity

NAME

PLEASE RETURN BY

Background

As part of the Random Acts of Kindness program, we have been talking about where we come from and who influences us.

Instructions

Choose one person who you admire (a parent, guardian, aunt/uncle, grandparent, other relative) and interview that person. You can write your answers below or on another piece of paper. After you complete the interview, type up your interview following the rubric assigned:

Name of person being interviewed

1. Where were you born and raised?
2. What country or countries were your ancestors from?
3. Do you know any interesting facts about your family history? Did any of your ancestors do something special or unique, like write a book, invent something or have an unusual job?
4. Do you have any special traditions that you celebrate?
5. How have you made your living?
6. What are your deepest and most powerful beliefs and values?
7. What inspires you?
8. What has been a major turning point in your life?
9. Is there anything else you would like to add?

