

Growing Identity: Exploring Identity and the Communities We Live In

Warm-Ups and Protocols

Day 1: Privilege and Power

As students come into class place a picture an iceberg on the screen (choose one that has most of the mass beneath the water). Options for these pictures can be found through a simple Google search. Ask students to write down their observations and thoughts about the picture. Then pose the following questions and allow for processing time:

1. *How could this iceberg symbolize us as individuals? Communities? Society? Success?*

Lead students to the idea that a lot of who we are as individuals is hidden beneath the surface. Societal infrastructures have trained us consciously and sub-consciously to put on a façade—to keep much of what makes each of us unique to ourselves.

2. *What does this mean for our interactions with people and the world?*

Students should make the connection that first impressions rarely reveal all there is to know about an individual, place, or situation. Each person has a cultural history that is comprised of more than just what can be seen. The same can be said of success. People see the success or achievement, but rarely see the hard-work, sweat, failures and struggle that led to the success (top of the iceberg).

Wrap up the warm-up and transition to the “Power Flower” activity, which is a tool that helps student identify who we are and who we are not based on societal power dynamics.

Day 3: Cultural Memoir Round Tables (Protocol)

Group students in groups of four or five. Depending on what works best for your students and classroom you may consider pairing groups purposefully or allow students to choose their own groups. Once settled follow the steps below:

- Explain the purpose of the Round Table. Emphasize that this time is meant to be reflective and that giving utmost attention to the speaker is imperative. Students should feel safe in this space as they prepare to share about themselves.
- Re-visit effective listening. Emphasize that students who are not speaking should be “listening to understand” and focused on the speaker.
- Review the feedback form and allow students to ask questions. All students should provide feedback for each speaker. (See Student Feedback Handout)
- Each speaker has 10 minutes to share the Cultural Memoir and Artifact with the group. Encourage speakers to articulate clearly how their artifact is representative of who they are as an individual.
- After all students have shared their Cultural Memoir ask them to take 2 – 3 minutes to reflect on their experience. (See Student Feedback Handout)

Day 4: Review “Exploring Community Impact” Assignment

Begin class by asking all students to stand up. Explain that you will put a quote on the screen and you will ask a student to read the quote. Once the quote has been read students will move to the right side (agree) or the left side (disagree) of the room. There will be a few that cannot decide, and they will stand in the middle of the room—this is okay. Once students have moved to their chosen place ask them to talk about why they made their decision. Then ask students share out to the whole group.

Encourage students to remain respectful and open-minded. They may pose a question or comment but must be tactful in their approach and tone.

- “Good leaders must first become good servants.” Robert K. Greenleaf
- “Citizenship consists in the service of the country.” Jawarharial Nehru
- “The best way to find yourself is to lose yourself in the service of others.” Mahatma Gandhi

As you wrap up the warm-up encourage students to keep this dialogue in their thoughts as they start to research the assignment and non-profit organizations.

Day 5: Speaking to Persuade and Student Group Contract

Split students into groups of four or five. Give each group a chapter or section of the text and explain that they are responsible for becoming experts on that section. Provide chart paper and markers for them to make notes and extrapolate the most important information. Allocate the appropriate amount of time based on the chosen text for students to read through and discuss. Each group will then teach the rest of the groups what they learned. Encourage students to take notes on the presentations.