

Week of November 16th Morning Meeting Plans

Lesson/Goal: Self Awareness

CH/LE Lesson: Likes & Dislikes (based on information from lesson 7 in Anti-Bias Building Blocks Book).

1. Start the lesson with a stand-up exercise. Ask students to stand as you call out the name of an item or activity that they like. Have them look around to see if other people like or do not like the same things as they do. Have the students sit between each item.
 - a. Stand up if you like pizza.
 - b. Stand up if you like playing in the snow.
 - c. Stand up if you like working while sitting on the floor.
 - d. Stand up if you like fireworks.
2. Engagement questions:
 - a. Did everyone like the same thing?
 - b. Were there some things that many people liked?
Few people?
 - c. Were there somethings that you did not like or dislike?
 - d. What are some reasons people like the things they do?
 - e. What are some reasons people don't like things?
3. Read the book "[Red is Best](#)"
4. Each student will choose two pieces of paper - one that is their favorite color and one that is their least favorite. They will be instructed to write and/or draw 5 things they like on their favorite colored paper and 5 things that they don't like on their least favorite colored paper. After the students have finished, model how to share an item from the list using the phrase "In my opinion"

Lesson/Goal: Self Awareness

CH/LE Lesson: Things I'm Good At (ABB Lesson 8)

- Rationale: purpose of this lesson and activity is for students to reflect on their skills and abilities and understand the skills and abilities of others. This is part of identity development and understanding and accepting differences.
- Start the lesson by asking students "What are some things that you do well?" Provide examples if stumped. Make a list of things the students list as they share them. When everyone who wants to share has had a chance, ask students "What do you notice about the list? Are any of the items on the list surprising?"
- Explain what a **skill** is - the ability to do something well. Explain to students that some skills are physical like running, throwing a ball, etc. Some skills are artistic like acting, drawing, making a bracelet. Other skills are social like listening, getting along with others, expressing your feelings. Lastly, there are academic skills like reading, writing, solving math problems, etc.
- Have students socially distant pair up and take a few minutes to teach one another (verbally or by demonstrating for the student) a skill/something they know how to do. It can be a dance move, a sports activity, words or a sentence in another language, food you know how to cook, how to draw something, etc. They need to explain it well enough that their partner can demonstrate or explain it to others.
- Come back together as a group and have each pair demonstrate/explain the two new things or skills they just learned. After completing the demonstrations, engage students in discussion:
 - How did it feel to teach something you can do well to another person?

- a. **Define opinion:** “What people think and feel about certain things”
 - b. Explain that it is natural and okay to have different opinions from other people
5. Ask each student to share an item from their like and dislike lists. Allow for some discussion to happen between the students.
- Notes: Some items we could include
 - I don't like loud noises. Sometimes I need to wear headphones or step away to a quieter area.
 - I don't like when there is an itchy tag on my shirt.
 - I like when I can get up and move throughout my day. It helps me focus.
 - I like when I know what my schedule looks like for the day. Sometimes I have a hard time when I don't know what to expect.

UE/AP Lesson: Identity and Characteristics

- Goal today is for students to Understand that identities are made up of different characteristics and be aware that there are differences and similarities between our identities. Be able to describe my individual identity.
- [Slides for Learning:](#)
 - Ask students to describe the images of babies, then the images of adults. Discuss and highlight that our identities are made up of different characteristics that develop and change over time. Explain that identities are ‘who we are’.
 - **Characteristics of identity generally include race, ethnicity, gender, age, sexual orientation, physical attributes, personality, political affiliations, religious beliefs and professional identities/occupations.**

- Did you learn something new from your partner?
- Was it easy or difficult?
- Reinforce the concept that all people have unique talents, abilities and skills by pointing out the “We can do many things” list and by summarizing the variety of things students taught each other. Explain that people learn how to do things all the time and with practice they can become talented in skills in multiple areas.
- Closing - ask students to think about something new they would like to learn how to do or something they want to do better.

Read Aloud Extension : Penguin's Hidden Talent by Alex Latimer <https://www.youtube.com/watch?v=-plcWKAd60A>

UE/AP Lesson: Identity and Characteristics

- Yesterday we talked about identity, how our identities are made up of different characteristics, and how our identities develop and can change over time.
- Pick a well-known character from a book that the class has read recently or a historical or famous figure. Brainstorm words that identify this person. Briefly highlight stereotypes and caution against making assumptions or judging people based on a single characteristic. For instance, being a girl doesn't necessarily mean you like to play with dolls; being a boy doesn't necessarily mean you like to play sports.
- Tell students to stand safely distanced from someone that they don't normally work with or hang out with. Alternatively, you could place them into pairs. Give each pair 2min to discover things that they do and don't share in common (they can use their word art from day previous as talking points).

- **Our self-identity** is a combination of personality **traits**, abilities, physical **attributes**, interests, hobbies, etc.
- Using the worksheet in your mailboxes, have students complete a profile of themselves. Tell students ahead of time you are going to collect these to play a classwide game. Give students 5-10mins, depending on their ability. One example for the class to try together first. When everyone has finished, collect them and randomly choose one profile and the students can ask questions to gain clues, and try to 'Guess Who'. Repeat several times. Explain that all the clues are characteristics, which the students have used to identify the person. Emphasize that our identities have multiple layers.
- Students use words from their guess who sheet and more to describe their identity and create a word cloud. They could be displayed around the room to create a diverse picture of everyone's identities.
<https://wordart.com/create>

- What does this show us? Even when people's identities are different, we can always find characteristics in common. Even when we share similar identities, we will always have something which makes us individual. Just like you can't judge a book by its cover, you can't judge people purely by their identity? Were you surprised by some of the things you shared in common? Highlight that it is always important to get to know people, before making judgements.
- As a class, decide on nine different characteristics. Ask students to individually rank them from 1 to 9 with the most important characteristic as #1 and least important of the 9 as #9. Ask students to do this in about 2 mins. Then, have students discuss/compare with a partner. Goal is for students to recognize and understand that all our characteristics contribute to making us unique, and we should value them all, but because we are unique, we will value characteristics differently and that's ok. That's why it's important to not judge others and seek to understand by listening, asking questions and communicating.