LESSON PLAN

‘I AM FROM … ’ STATEMENTS
This activity builds on the exploration of cultural identities and incorporates writing skills.

LESSON PREPARATION
Grades: K–12
Duration: 60 minutes
Grouping: Whole class
Materials: Paper, pencils, copy of ‘I am from … ’ matrix, ‘I am from … ’ statement on either overhead or chart paper
Objectives: Help students examine the variety of cultural factors that shape them.
Learn more about your students.
Assessment: Completion of ‘I am from … ’ statement by all students and the teacher or education support professional.

LESSON DELIVERY
Briefing: Explain the purpose of the lesson to students.
Point out that each of us is influenced by a variety of factors in our lives.
Focus of activity is expression and creativity versus punctuation and grammar.

INSTRUCTIONAL FRAME
1. Show students a sample of an ‘I am from … ’ statement. (Your own, or see sample on the matrix.)
2. Show students matrix of sample categories and factors.
3. Ask students if they have any more categories to add to the matrix.
4. Give students time to write their own ‘I am from … ’ statements.
5. Have students share their statements through discourse in whole group.
6. Give students time to discuss ways their statements are alike and different.

DEBRIEFING
Process this activity by asking students the following:
- How are you like your classmates?
- How are you different from your classmates?
- What did you learn about your classmates?
- What did you learn about yourself?
- What did you learn that surprised you?

EXAMPLES ARE ON THE MATRIX BELOW:

<table>
<thead>
<tr>
<th>I am from … ‘ matrix/Category/Factors</th>
<th>Places</th>
<th>Events</th>
<th>Products</th>
<th>Places</th>
<th>Phrases</th>
<th>Food</th>
<th>Sights</th>
<th>People</th>
<th>Sounds</th>
<th>Common things</th>
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<th>Pictures</th>
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EXTENSION:
- Give students index cards on which to write ‘I am from … ’ statements.
- Have students share in whole group, and then have them place their index cards on a Venn-Diagram to compare what is alike and different.
- Have a discussion with students about the activity. What did they notice?
- Display the Venn-Diagram in your classroom for reference when teaching about cultures.

NOTE TO TEACHER:
- Give students in primary grades the option to write statements or draw pictures.
- Encourage students to label their drawings.

NEA teamed up with artists from the Milwaukee-based Art Build Workers to create the cool poster inside—designed in collaboration with local unions. To show your support for public education, wave your poster at the next rally or hang it in your classroom or dorm room!

BONUS CONTENT! CHECK OUT THE FLIP SIDE OF THE POSTER FOR A LESSON PLAN ON CULTURALLY RESPONSIVE TEACHING!

WHAT DOES CULTURAL RESPONSIVENESS LOOK LIKE?

A PRIMER FOR TEACHING DIVERSE LEARNERS

CULTURE: The sum total of experiences, knowledge, language, skills, beliefs, values, and interests represented by the diversity of students and adults in our schools and community.

CULTURALLY RESPONSIVE TEACHING: An educator’s ability to recognize the importance of including students’ cultural backgrounds in all aspects of learning, from the language they speak and the foods they eat to their style of dress and the holidays they celebrate. When you use cultural knowledge as a scaffold to connect what students know with new concepts, it enriches the classroom experience, keeps students engaged, and builds upon the teacher-student relationship—establishing social-emotional connections and a safe space for learning. The culturally responsive lesson plan (on the back flap of this insert) can be used to begin a discussion around cultural identities.

CULTURALLY RESPONSIVE TEACHING SKILLS:
- Awareness: The teacher is aware of assumptions about human behavior, values, and biases.
- Knowledge: Attempts to understand the world view of culturally diverse students, families, and communities.
- Advocacy: Advocates on behalf of the needs of students, families, and colleagues.
- Skills: Develops and practices appropriate, relevant, and sensitive strategies and skills in working with diverse populations.

Want to become a more culturally responsive teacher? NEA has digital professional development tools, called micro-credentials, that can help at nea.certificationbank.com.


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OUR DEMOCRACY
OUR RESPONSIBILITY
OUR TIME