**Week Three Articulating Personal Identity and Storytelling** © Amanda Roche 2020

**Grades:** 6-8

Note: These lessons were created for very short class periods, during Advisory at Oakland Middle School. What would typically be one lesson was spread over 2-3 visits.

Activities:

* Partner work – asking and answering “Who are you?” and “Who do you want to be?” and practicing deep listening and reflection skills. \*Modification for some classes– personal identity chart
* Forming a personal story about identity to be shared
* Narrative4 practice of working with a partner to tell each other’s story in first person.

Objectives:

* SWBAT reflect upon and articulate aspects of their personal identity
* SWBAT exercise deep listening skills and reflect back to their partner what they hear
* SWBAT tell a personal story about themselves
* SWBAT step into the shoes of another student by telling their partner’s story in first person

**Monday: Personal Identity, Challenges, and Resilience**

**Reflection:** 2 minutes

Briefly note what we did the first two weeks and what we will do this week: identity and storytelling.

**Activity One – Personal Identity Chart:** 5-10 minutes

Handout and go over categories of personal identity chart. Students fill this out individually.

Differentiated learning: Students/classes who fill out the chart quickly move on to Activity Two.

Students/classes who need more time use it to fill out the chart.

For a short, modified second activity, students choose at least one “I am …” statement to share aloud with the class. The class repeats “You are …”

**Activity Two – Who Are You? Partner Q&A**: 8 minutes

Note: Teacher and Teaching Artist will need to model a short version of this.

Students face each other in pairs and determine Partner A and Partner B. Partner A asks the question “Who are you?” over and over and listens to the answers. Partner B responds “I am …” with something different each time for 60 seconds. After the 60 seconds is up, Partner A reflects back what they heard for 1 minute. “You are …”

Swap roles and repeat.

**Reflection/Discussion:** 5 minutes

What are some challenges that middle school students face? How do you overcome that challenge?

**Exit Ticket/Homework:** Each student is to think of 1 challenge you have overcome that you are willing to talk about. Be ready for that on Tuesday.

**Tuesday: Creating and Sharing 3-Sentence Stories**

**Reflection:** 3 minutes

Reminder of what we did yesterday and what you were asked to think about.

What are the main parts of a story?

**Activity 1 -- Creating a 3 Sentence Story:** 10-15 minutes

Create a very short story that has a beginning, a middle, and an end.

1. Identify the challenge you overcame
2. Say how you overcame that challenge
3. Say something about how you felt about it, or how that changed things for you.

Writing the story is optional. Students just need to be able to tell the story aloud. You will share it in first person: “I”.

Differentiation: For groups who need longer to come up with and practice telling stories, take the class period to develop the three-sentence stories and write them down.

**Activity 2 -- Sharing Stories:** 5 minutes

Working with a partner, each student shares their 3-sentence story, and their partner listens closely and remembers it. Then, each student tells their partner’s 3-sentence story in first person.

Model first with teacher. Start each story telling with “My name is (partner’s name) and this is my story.”

Students who finish early start to work on how they could add details to make their stories longer and more interesting.

**Exit Ticket/Homework:** Consider what details you could add to your story to make it longer and more personal and engaging for the listener.

**Wednesday: Adding details, Narrative4 StoryExchange**

**Reflection/Warm Up:** 3 minutes

Recap what we did Monday and Tuesday.

Look at this sentence. How could we add details to this?

“I was having a hard time.”

Model telling a more detailed 60-90 second story.

**Activity – Adding Details to stories:** 5-8 minutes

Students are asked to remember their own 3-sentence story from yesterday.

Students get 90 seconds silent reflection time to close their eyes if they wish, and think about adding some details to their 3-sentence story.

Return to partners from Tuesday.

Partner A tells their story again, with more detail. The stories cannot be longer than 90 seconds, and a timer will be used. Partner B listens closely, and remembers as much of the story as possible.

Swap roles and repeat. If you finish early, practice telling your partner’s story.

Differentiation: Classes that need more time can work on this for the entire class period. People can tell their own story in detail on a volunteer basis, as time permits.

**Activity – Sharing Our Partner’s Story:** 10-15 minutes

Students stand or sit in a circle, next to partner.

Timer will be used. TA will give a silent signal at the 1 minute mark.

Each student will tell their partner’s story to the class, using the added details.

Each story starts with “My name is (partner’s name) and this is my story”.

Stories must be no longer than 90 seconds.

Students cannot interrupt the storyteller, but may very quickly add something after the story is shared if something important is left out.

**Exit Ticket:** One positive “I am …” statement spoken to teacher.

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