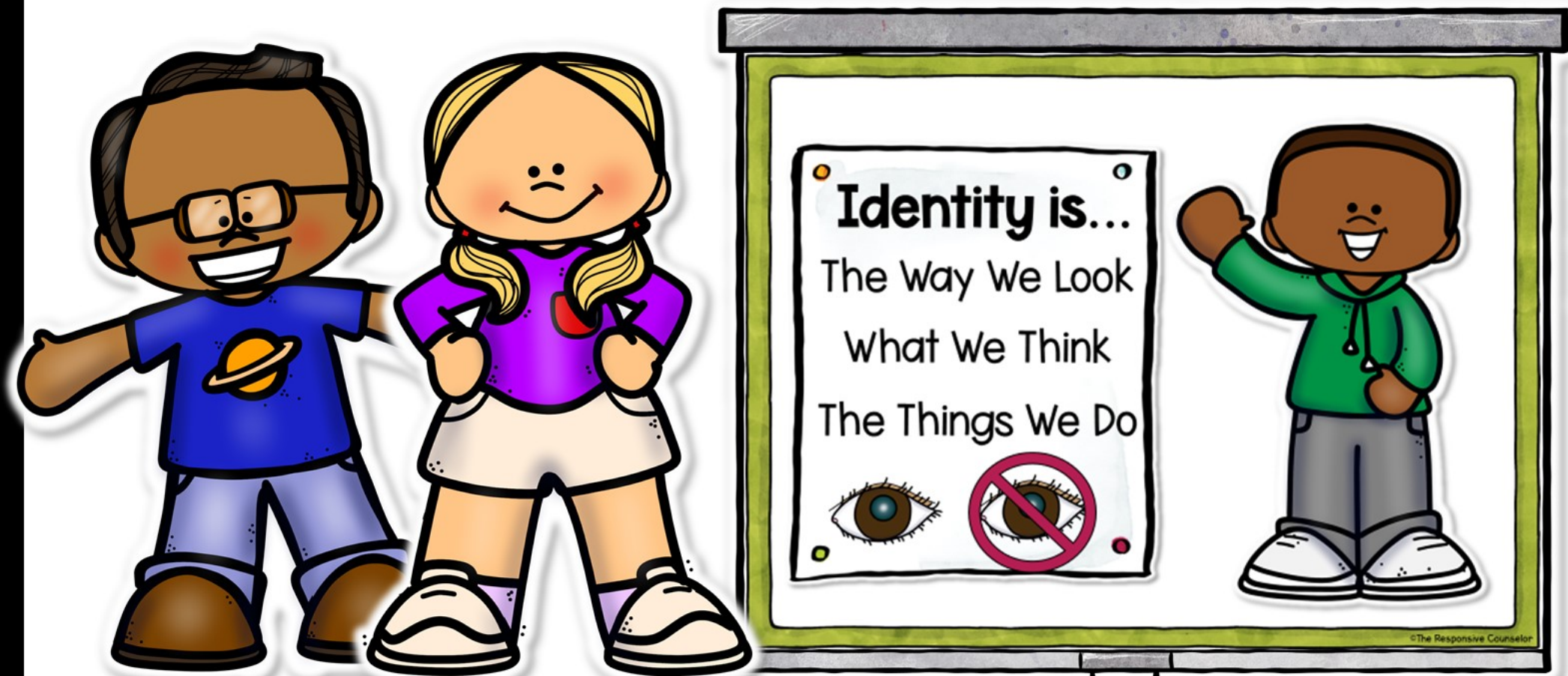


# UNDERSTANDING IDENTITY



1<sup>st</sup>–3<sup>rd</sup> Grade Lesson  
Exploring Who We Are

This lesson on **PERSONAL IDENTITY** was created as either a stand alone lesson or the first lesson in a series building up to and working to develop knowledge and skills around social justice.

The presentation and activities are aligned to:

- [Learning for Justice's Anti-Bias Education Framework Social Justice Standards](#)
- [American School Counseling Association's Mindsets & Behaviors](#)
- [Collaborative for Academic, Social, and Emotional Learning's Core Competencies](#)

\*You may wish to expand this into two lessons, depending on how much time you have, especially if you incorporate a book\*



# Scripted Presentation Focused On:



Elements of identity: name, race, religion, culture, appearance, strengths, interests, family



Knowing and liking who we are

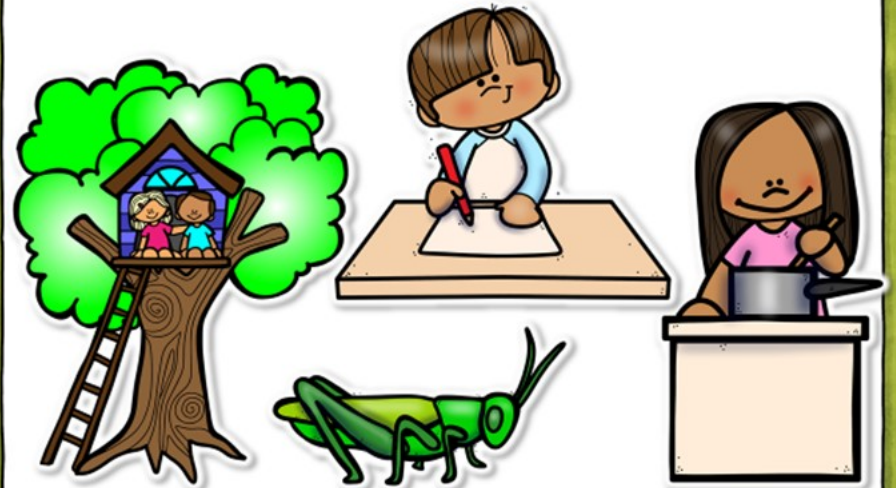


Talking about our unique selves

# RACE, ETHNICITY, & NATIONALITY



# YOUR INTERESTS



## 29 Slide PowerPoint to Guide Discussion and Activities

My family thinks  
\_\_\_\_\_ is really  
important.

How did it feel  
today to think  
about your  
identity?





# Suggested Scripting Included

The screenshot shows a PowerPoint presentation titled "Identity Presentation" by Sara Cottrill-Carlo. The slide titled "RELIGION" features illustrations of a Bible, a candle, a crescent moon, and a dove. The notes box contains a script for a lesson on identity, with a table of contents and 9 numbered points.

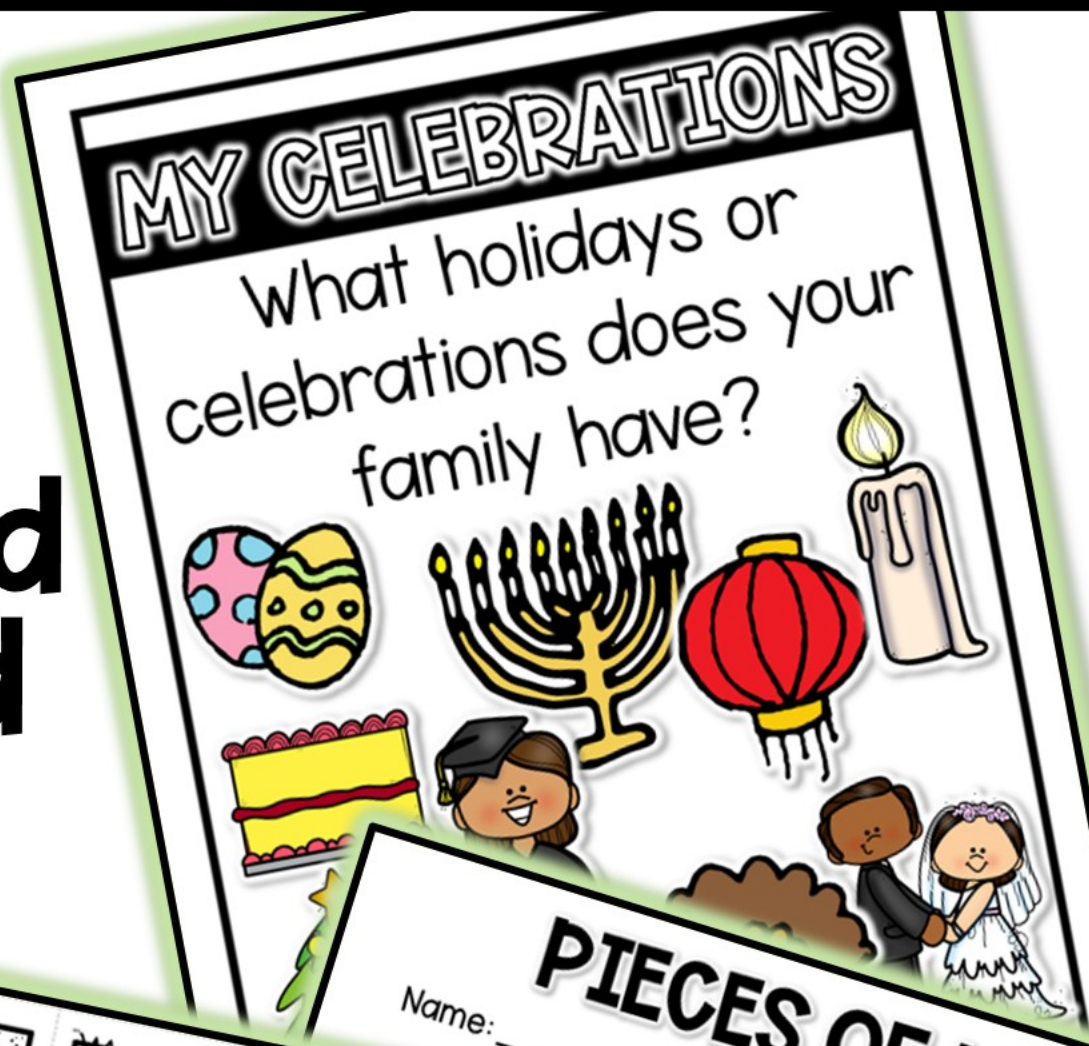
Identity	
1	Today we are going to talk about something called <i>identity</i> .
2	These are our two goals when we're talking about identity today. Let's read these together:
3	Do you know what that word means, <i>identity</i> ? What does <i>identity</i> mean?
4	<i>Identity</i> is who you are! It's the way you look, what you think, and the things you do best or better or worse or strong. Even if we all have different parts of our identities, they can still all be amazing. Everyone put up two thumbs...now turn them to yourself...and say "I'm awesome just how I am" ( <i>students repeat</i> )! Now take those thumbs and point them out towards classmates. Say "They're awesome, too!" ( <i>students repeat</i> )
5	Everyone's identity is wonderful. There is no good or bad identities. No one's identity is best or better or worse or strong. Even if we all have different parts of our identities, they can still all be amazing. Everyone put up two thumbs...now turn them to yourself...and say "I'm awesome just how I am" ( <i>students repeat</i> )! Now take those thumbs and point them out towards classmates. Say "They're awesome, too!" ( <i>students repeat</i> )
6	Names are part of our identities. Your name is part of who you are! Some of us have names our parents thought were beautiful or strong. Some of us are named after someone. And some of us have names that have a special meaning.
7	Religion is part of some peoples' identities, but not everyone's. This might be about someone's beliefs in a God, what happens after death, how we should act, or a place they go like a Church or Temple or Mosque. Some people don't have a religion, and that's okay, too!
8	The language or languages you speak are part of your identity. Some people and families speak one language. Some people and families speak more. On the count of three, I want you to say "hello" in a language that you use at your house. One...two...three! ( <i>This next interactive piece is for if you have any bilingual or multilingual students in the class</i> ) Stand up if you speak just 1 language. Ok, if you're standing, stay standing. Now stand up if you speak 2 languages. ( <i>continue until all students are standing</i> )
9	Race, ethnicity, and nationality are part of your identity. This is if you're Black, white, Hispanic, Latino or Latina, and if you or your family are from another country. Some of this is connected to how you look. For example, some people have skin light like sand. Some people have skin like caramel. Some people have skin dark like chocolate. And there are lots of skin colors in between. Look at your arm. Turn to a friend and tell them what your beautiful skin color looks like. Say "My beautiful skin looks like..." ( <i>give students time to do so</i> )

©The Responsive Counselor

(in the notes box  
under the slides  
and as a printable)



# Reflection Activities: Printable Worksheet and Centers-Based Mini-Book





- **Recommended Book Companion List**
- **Editable Parent Letter**
- **Follow-Up Discussion Questions Printable**

## Identity Follow-Up Questions

Below are follow-up questions you can use to extend and expand on the lesson and discussion students already had. They can be used at any time but would fit best after the lesson.

- Think about someone we read about in a story, a person in social media, or a person you know. What is something about their identity that you think is interesting?
- Is there anything about you that tells about your identity?
- What is something about you and your classmates to know about?
- What is something unique about you?
- What is a tradition you have that you do every week, or month, or holiday?
- Part of your identity comes from the things you are interested in. What is something you would consider part of your identity?
- What does it mean to you to show love to others?

Dear Caregivers,

Today I did a lesson with your student's class all about identities. We learned about different parts of our identities, like names, religion, race & ethnicity, culture, language, interests, appearance, and strengths. We talked how all identities were unique and beautiful and practiced talking about our identities. We also read a book called The Proudest Blue about a girl who is made fun of for wearing a hijab head covering but she (and her younger sister) remained proud of their cultural identities. Our last activity was students thinking and writing or drawing about their own identities. The purpose of our lesson together was for students to understand more about identities overall and to continue to love themselves and their own identities. Please feel free to reach out to me with any questions you have. I encourage you to talk to your student about their amazing selves today!

Best,

Ms. Greatcounselor

School Counselor

Equitable Elementary School

This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.

**The Colors of Us**



YouTube. I'm not including it without my knowing permission to create a video or purchase the book(s) or link to YouTube.



# Collaboration

This lesson, and the others in the unit, revolve around different identities and experiences. Thus, it was important for this lesson to be reviewed by others with different identities and perspectives than my own.

Reviewers of this lesson hold the following identities: white, Black, woman, Atheist/Secular Humanist, Catholic, Latina, immigrant, Greek Orthodox, child of immigrants, disabled, multilingual, urban, suburban, private school, public school

I want to thank the counselors who reviewed this lesson, let me pick their brains, and provided valuable feedback and insight to ensure this lesson be respectful, comprehensive, and valuable to all students.

