

## 7 Aspects of Identity in the Allies Classroom

Race/Ethnicity  
Religion  
Gender/Sexual Orientation  
Ability  
Age  
Education  
Socio-Economic Status

### Allies in Diversity Week 1-Contracting

LT: I can create a list of Allies Norms by writing journal entries and participating in group discussions.

LT: I can get to know myself and who is in our class by decorating my Allies journal.

#### Materials:

Poster Papers  
Markers  
Contracting Handouts

Journal for each member  
Magazines  
Glue/Glue Sticks

\*Pass out t-shirt logo design worksheets. Designs are due February 18<sup>th</sup>\*

#### Ice Breaker

Have scholars play table top, they should circle up into groups of four. Ask them questions about favorite foods, favorite books, or other low risk questions. When you see that table top groups are fairly mixed between grades/genders, ask them to sit with their group.

Journaling Activity #1-Put your avid header on the top of the first page. Take 3-5 minutes to do a free write about yourself. How do you define your identity? What is it important for other people to know about you or about how to communicate with you?

At the end of the time, have students pare down their free write in to one sentence.

Then have the group pare down their sentence into six words.

#### Journaling Activity #2-

“We’re going to be having a lot of opportunities to talk to each other, and we want to do this appropriately. ‘What happens here stays here, isn’t true’ so how can we set expectations for our time here?” Students should thoughtfully answer the Contracting Handout worksheet.

#### Small Group Share

Model how to use your responses to the Contracting Handout to create a list of norms in a small group. Take this opportunity to read some of the examples off the Contracting Handout sheet.

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### Large Group Share

Have each group share the list of Norms they wrote on their poster. After every group has shared, have students use a page to create two column notes. Lead a discussion of what things were similar in all the posters (this is to be written as a list in one of the columns in their journals) and what was left out of the posters (a list in the other column).

The final thing is to use the two column notes to create a list of Norms that will stay posted for the entire Allies in Diversity program. Scholars should sign the poster before moving on to the next activity.

### Journals

This activity will be continued into the next week.

Have scholars glue the small sheet into their journals about the 7 Aspects of Identity

Model how to decorate the journal by sharing an exemplar that you made of photos/words/images that display how you identify with the 7 Aspects of Identity

Scholars can have the rest of the time to create their journals, and they may also take home the journals to decorate. They must bring the journals to class every week.

## **Allies in Diversity Week 2 Lesson Plan**

LT: I can get to know myself and who is in our class by decorating my Allies journal.

Pass out blurb about t-shirt decorating contest

### Wrap Up from Week 1

Finish up any work needed on last week's discussion on Classroom Norms

### Journal Decorating

Being the lesson by having scholars glue the blurb about the "7 Aspects of Identity" into their journals.

Model using your journal about decorating around the theme of the Aspects of Identity. This is a good opportunity to introduce wordage/terminology around aspects of identity and reference back to the norms set in the previous week.

Scholars should use a good chunk of the rest of the block decorating their journals.

### Share

Save 10-15 minutes at the end of the block for a large group share.

Refer back to the norms and any that state "sharing space," or "step up step back" or "respect" to set the tone for the sharing time. Having a safe space for equal voice is one of the goals of today's large group share. Any protocol such as talking chips can be used today to help support sharing talking time.

### Extra Time

Any extra time can be used as a free write time for students to reflect in their journals

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### Allies in Diversity Week 3 Lesson Plan

LT: I can view identity and membership through the lens of “The Bear Who Wasn’t” video

<https://www.facinghistory.org/for-educators/educator-resources/readings/bear-wasnt>

#### Ice Breaker

#### The Bear Who Wasn’t

Watch the link above two times. The first time just ask students to watch and listen. The second time have students record Notices and Wonders in their journal as two column notes.

Lead a Discussion allowing for the Classroom Norms and equitable voice with the following questions as guidelines:

- What did you see in the video? (i.e. I saw the bear talk to four men)
- What did you notice about the foreman? About the President?
- What happens when the bear talks to other bears?
- What happens to the bear?
- How is power and status represented in this video? Both power and lack of power?
- How does this video relate to experiences you’ve had in your own life?

Wrap up thought: “We’re not going to say that one of these things about power is right. We’re just going to talk about our perceptions about power. Understanding the interaction of different groups and their perception of their identity is how this video and discussion is tied to identity.”

#### Extra Time

Any extra time can be used as a free write time for students to reflect in their journals

### Allies in Diversity Week 4

LT: I can examine “how you see yourself versus how people see you” by completing note catchers and having small group and large group discussions.

#### Materials

Journals

Geography of Me/Where I’m From Handouts

Writing Utensils

#### Ice Breaker

#### Geography of Me

Have scholars complete the ‘Geography of Me’ and ‘Where I’m From’ questions (we will not do the poem)

Have scholars partner up, ask them to share with their partner if there were any questions that surprised them from the note catcher.

With their partners, ask them to share any questions or responses that stood out to them.

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### Venn Diagram

Our focus today is creating a Venn Diagram to organize our thoughts around the “Geography of Me” handouts and today’s learning target.

Have scholars sketch a Venn Diagram in their journals. The left side should be where scholars list words/phrases about their identity at home (inside identity). The right side should be how others see you (outside identity). The center of the Venn Diagram should be the words/phrases that you really can claim or own (also the phrases that match up).

### Wrap Up

End today’s meeting by leading a discussion about how others perceive your identity (inside/outside identity) and how you perceive your own. Where do they match up? Where do they not?

## **Allies in Diversity Week 5**

LT: I can write a six word memoir.

LT: I can plan a lesson for community meeting and for advisory to lead my community in writing their own six word memoirs.

### Materials

Journals/Writing Utensils

Print outs from the six word memoir site

### Ice Breaker

### Six Word Memoirs

Have scholars sit in groups of four.

Have scholars read through and do a sorting activity with print outs from the Six Word Memoir site. Be purposely ambiguous when asking students to “sort” the memoirs. Each scholar will have different ways to sort the images, and the way they organize the images will help guide their thinking towards writing their own six word memoir.

Have representatives from each group share how they sorted the images and share their notices and wonders from doing the sorting activity.

Have scholars write a rough draft of their own 6 word memoir in their journals, while staying in their group of four. They should recall back to the first day of Allies group where they recorded a six word summary of a journal prompt about themselves.

Have scholars use their group of four to edit/revise/receive feedback on their six word memoir.

Scholars should prepare a final draft to be shared at community meeting next week.

### Planning

Lead scholars in planning community meeting and advisory for the next week. Scholars should refer back to activities which they thought helped them craft their six word memoir. The plan should be in place before the end of the lesson in preparation for next week.

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Some things to consider planning:

- Community Meeting
  - Greeting/Ice Breaker
  - Read the Six Word Memoirs at Community Meeting (?) or in small groups
  - Divide the Allies club into small groups to coach/support the other four advisories
  - Share the Norms
  - Anchor Charts (?)
  - Present Examples from the Six Word Memoir Website
- Advisory
  - Journaling Prompts
  - Discussion Questions
  - Exemplars of how to create the final product Six Word Memoir (construction paper, typed, etc.)
- Wrap Up/Posting of Six Word Memoirs

### **Allies in Diversity Week 6**

LT: I can lead my community in writing a Six Word Memoir.

Small groups from the Allies will lead other crews in both community meeting and advisory lessons this week.