GUIDING QUESTIONS

- Who am I? What factors shape my identity?
- What parts of our identities do we choose for ourselves?
- What parts of our identities are determined for us by other people or by society?

ACTIVITIES

1. Reflect on Your Identity in a Journal Response
   - Review the previous lesson. Then have students reflect in their journals. Project the questions one at a time [Slide 3]:
     - Who am I? What words or phrases would you use to describe yourself?
     - How might others describe you?

2. Create Individual Identity Charts
   - Pass out the Starburst Identity Chart handout and explain what the arrows represent.
     - Model the activity on the board [Slide 4].
   - Have students use their journal reflections to create their own identity charts. Let them know that they can choose to keep their identity charts private.

3. Start to Learn about Each Other's Identities
   - Debrief the activity using the Concentric Circles teaching strategy [Slide 5].
     - Let students know how much time each circle will speak for each round.
   - Project the questions that students can choose from and start the first round [Slide 6].
     - What is the most important part of your identity? What is a story that explains its significance to you?
     - What is one thing that you want other students in the class to know about your identity, and why?
     - What is one way that how you think about yourself is different from how others might describe you?
     - Who is a historical or fictional figure that you identify with or admire, and why?

4. Provide an Opportunity for Students to Share an Important Truth
   - Have students complete the Don’t Misunderstand Me! Exit Card [Slide 7].