
SECTION 2:

Exploring Identity: Who Am I?

ACTIVITIES

Getting to Know Me:
Preparing for the First Mini-Conference

What's in a Name?

Dual Identities

Our Names and Our Place in the World

My Identity Chart

Identity Chart Discussion

Bio-Poems

Who Is the Real You?

Real Life vs. Online Identity

Identity and Language

Identity, Family, and Legacy

My Life Road Map

Exploring Identity Final Reflection

Purpose	Materials	Abridged Advisor Notes
16: Getting to Know Me: Preparing for the First Mini-Conference		30+ min page 70
Reflect on interests, concerns, passions, and goals for the first round of individual mini-conferences.	HANDOUT: Getting to Know Me	Before conducting your first round of mini-conferences, read "Making Space for Mini-Conferences." Try to conduct your initial round of mini-conferences early in the year so that your first one-on-one interaction with each advisee is not about academic issues or grades.
17: What's in a Name?		40 min page 73
Explore the relationship between our names, our identities, and the societies in which we live.	HANDOUT: What's in a Name? Gallery Walk Quotations Colored markers and paper	Before the advisory meeting, prepare the quotations on the What's in a Name? Gallery Walk Quotations handout for a gallery walk (visit facinghistory.org/advisory-media to learn about this teaching strategy). Consider modeling the Sketch to Stretch strategy. You can find examples of this strategy online.
18: Dual Identities		45 min page 76
Explore the broader identities that our names represent and introduce the idea that our identities are made up of many factors, some of which we choose for ourselves and some which are chosen for us.	READING: Two Names, Two Worlds HANDOUT: Navigating Two Worlds	Familiarize yourself with the our Read Aloud strategies, available at facinghistory.org/advisory-media , and choose one for the reading Two Names, Two Worlds. Some advisees might feel uncomfortable reading an unfamiliar piece out loud, especially one that includes some terms in Spanish, so it is important that advisees have choice about reading. This activity can be divided into two parts for shorter advisory meetings.
19: Our Names and Our Place in the World		30 min page 82
Consider what parts of our identities we choose for ourselves versus the parts that are chosen for us, as well as the impact that labels can have on our identities.	READING: Orientation Day HANDOUT: Orientation Day Graphic Organizer	If you have more time to devote to this activity, you can find the full version of Jennifer Wang's essay, Names and Identity, at facinghistory.org/advisory-media .
20: My Identity Chart		30 min page 86
Consider the various factors that make up one's identity. Create community and break down stereotypes by sharing identity charts.	HANDOUT: Starburst Identity Chart HANDOUT: Inside—Outside Identity Chart	Identity charts are a graphic tool that can help students consider the many factors that shape the identities of both individuals and communities (visit facinghistory.org/advisory-media to learn more about this teaching strategy). Before this advisory session, create or start to make your own individual identity chart.
21: Identity Chart Discussion		30 min page 91
Create community, break down stereotypes, and encourage risk taking.	None	In this activity, advisees will use their personal identity charts created in Activity 20: My Identity Chart.
22: Bio-Poems		30 min page 93
Consider factors that shape identity, such as experiences, relationships, hopes, and interests.	HANDOUT: Bio-Poem Template	To help your advisees get to know you, share your own bio-poem. You could provide a student example as a model, but it will be more powerful for your advisees if they see you taking the same social and academic risks you are asking of them. Visit facinghistory.org/advisory-media to learn more about the Bio-Poem teaching strategy.

Purpose	Materials	Abridged Advisor Notes
23: Who Is the Real You?		30 min page 96
Consider other aspects of individual identity and introduce the idea that an online identity might differ from a “real life” identity.	HANDOUT: Online-Search Identity Chart VIDEO: Online vs. Offline Self: Who Is the Real You? (see y2u.be/SZakZ4TzSEA)	None
24: Real Life vs. Online Identity		45 min page 98
Deepen the exploration of online versus “real life” identities by examining how the ways in which individuals present themselves on social media can emphasize some aspects of their identities while minimizing or hiding others.	READING: Creating Ourselves Online and in “Real Life” Chart paper and markers	Before the advisory meeting, familiarize yourself with the Gallery Walk and Big Paper strategies, available at facinghistory.org/advisory-media . Copy, cut out, and tape each excerpt from the reading on a separate piece of chart or butcher paper and post them around the room in preparation for the activity.
25: Identity and Language		30 min page 102
Explore the relationship between identity and language and the decisions we make about how we choose to communicate with others.	AUDIO: Lost in Translation (see facinghistory.org/advisory-media) READING: Lost in Translation	None
26: Identity, Family, and Legacy		30 min page 106
Explore the relationship between legacy and identity by examining the extent to which we inherit or receive our identities and how the legacies of older generations can influence our identities.	HANDOUT: Social Identity Map VIDEO: Condoleezza Rice’s Family Matters (see facinghistory.org/advisory-media) VIDEO: Deidre Prevett: American Dreams in Muskogee Nation (see facinghistory.org/advisory-media)	There are two short video clips from the documentary film <i>American Creed</i> that you can choose from for this activity, or, time allowing, you might show both before having a circle discussion. While the activity is written for Condoleezza Rice’s video clip, you can follow the same procedure and use the same questions if you choose to use Deidre Prevett’s video clip instead. If you are interested in exploring American identity in greater depth using <i>American Creed</i> , visit facinghistory.org/advisory-media to access our collection of <i>American Creed</i> educator resources.
27: My Life Road Map		2 x 45 min page 109
Reflect on key choices that help shape identity and foster community through the sharing of personal stories.	White paper (legal size or larger) Colored markers, pens, and/or pencils HANDOUT: Positive-Negative Line Graph (optional)	You will probably need two advisory meetings for this activity. Advisees can brainstorm and create their maps in the first session and then share and discuss their maps in the second session. While this activity is based on the Life Road Maps strategy (visit facinghistory.org/advisory-media to learn about this teaching strategy), you can also use the Positive-Negative Line Graph handout for this activity. You can conduct mini-conferences with advisees while the group is creating their life road maps.
28: Exploring Identity Final Reflection		30 min page 112
Review the overarching themes, questions, journal responses, and work from this section of <i>Community Matters</i> and reflect on new understanding and lingering questions.	None	Providing advisees with the time and space to reflect on their learning, growth, and lingering questions allows them to synthesize the material in meaningful ways before being introduced to new themes and concepts.

ACTIVITIES 16–28

OVERVIEW

Because identity development is a key developmental task of adolescence, it is important for advisory to support adolescents' exploration of who they are and how they fit into the world around them. In this section, advisees engage in this exploration by considering how much of our identities we choose for ourselves versus how much is determined by other influences, such as our families, our culture, and the circumstances of our lives. They will extend this exploration by considering how we create, or re-create, our identities online, and how our online identities compare to our "real life" ones. This comparison will help advisees understand the many factors that can influence how they choose to portray themselves to the world. Advisees will also consider the groups they belong to and how those groups influence their identities and the choices they make. Finally, through their discussions and other activities, advisees will deepen their relationships with each other, break down stereotypes they may have of their peers, and start to develop a sense of identity for their advisory group.

NAVIGATING THE ACTIVITIES

This section of *Community Matters* explores different facets of identity: names, family, language, and online versus "real" identity.

- Activity 16: Getting to Know Me: Preparing for the First Mini-Conference introduces mini-conferences, an important routine explained in **Making Space for Mini-Conferences** on page 5. Try to schedule your first round of mini-conferences in this section of *Community Matters* so you can start to know your advisees one-on-one and establish the routine before the first marking period.
- If you do not have time for all of the activities in this section, try to include at least one identity and name activity (Activities 17–19) to help advisees connect the name games and introductory activities from the first section of *Community Matters* to the theme of identity.
- Activities 20–21, 23–24, and 27–28 are important to include because they introduce key Facing History themes and concepts that prepare advisees for material they will encounter in the upcoming sections of *Community Matters*.