

Guess Who I Am

Objective: Students will identify positive attributes about themselves.

Summary: Students will play a game where they share positive information about themselves.

Aim: *What are positive things about me?*

Standards: CCSS – RI.7, W.4, SL.1, SL.2, SL.4, L.6
SEL – Self-awareness, Social awareness

Materials: index cards, white paper, copies of I Am Great Grid worksheet

Facilitator Note: In the visit before you may want to tell students to ask their parent/guardian the story of their name, if they don't already know it. For the Home Activity, please have a sample of your name drawing.

Lesson Vocabulary

<p>positive adj. good, encouraging, helpful quality n. a special characteristic of someone or something</p>
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Warm-Up: *The Story of Your Name*

- Ask students to think for a moment about a story involving their name, such as:
 - how they got their birth name or a nickname
 - a name that people always confuse their name for
 - someone for whom they were named
- Instruct each student to state their full name and the story behind their name. If they cannot think of a story they should use their imaginations and make up a story.

Main Activity: *Guess Who I Am*

Part One: Making Index Cards

- Give an index card to each student.
- Tell them **not** to write their names on the cards.
- Remind students to write neatly on their cards.
- Explain to students that they will be playing a guessing game were the class will be guessing who wrote the following five things on an index card.
- Ask students to write two things that they do well.
- Ask them to write one leadership quality that they have.
- Ask them to write one thing they like about themselves.
- Ask them to write one positive thing other people say about them.

OR

- Instruct students to write five sentences that describe them in a positive way.

Part Two: Guessing Game

- Collect the index cards.
- Shuffle the cards and randomly pick a card to read aloud to the class.
- Explain to the students that they should raise their hand if they can guess who wrote the card.
- Give the class three guesses.
- Ask the author to raise their hand -- “Will the mystery person please raise your hand?”
- Have that student pick the next card and read it aloud to the class. The class again has three guesses.
- Repeats time allows.

OR

- Collect the last three cards and have the three uncalled students come to the center.
- Randomly give each of the three students one of the cards.
- Have each student read aloud the card they were given.
- After all three have been read, choose a volunteer from the class to come up and match each card to its correct author.
- Repeat until each of the three students is paired with their card.

Processing Questions:

- *What happened when you filled out your card?*
- *How did it feel to come up with five positive sentences about yourself?*
- *What happened in the group?*
- *Now that we’ve listened to everyone’s cards, do you feel any differences in our group from when we started today?*

Discussion Questions:

- *Were you able to identify your fellow students from their cards? Why or why not?*
- *Did you learn anything new? Or did anything surprise you?*

Closing: Whip-Around

- What is your favorite thing about yourself?

Student Home Activity or Teacher Follow-Up

Name Drawings

- Pass out a blank piece of paper to each student.
- Explain that they will be making a name drawing. The only word they can write on the paper is their name.
- Explain that the key to the exercise is in **how** they draw their name. Tell the students that how they write their name and decorate the paper should tell us things about themselves.
- Show the class your sample name drawing.
- Use the following questions to get them started or to ask them when they present their finished drawings:
 - What colors did you use?
 - Did you write it small or big, bold or light?
 - What objects did you include?

I am Great Grid

- Ask students to complete **I Am Great Grid** worksheets.