

## SEL Activity

### I Am Poem



grades 3-6



30 minutes

#### Objectives

- Students think about the qualities that make them unique.
- Students understand the value of their own and others' unique qualities.
- Students embrace their authentic selves.

#### Essential Questions

- What makes you who you are?
- Why is it important to embrace your unique qualities?
- Why is it important to recognize the unique qualities in others?

#### Vocabulary

**Unique:** adj.; being the only one of its kind; unlike anything else.

**Qualities:** noun; a distinctive attribute or characteristic someone or something possesses.

#### MATERIALS + MEDIA

Worksheet: I Am Poem ([PDF](#) | [Google](#))

Read-aloud book: [Mirror Face: A Book on Self Love](#) (3:11)

#### SEL CORE COMPETANCIES

Self-awareness: Authenticity  
Self-awareness: Accurate self-perception  
Social awareness: Perspective-taking

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#### Before you Begin

- Print or digitally share the Worksheet: I Am Poem ([PDF](#) | [Google](#)) (1/student) (THINK.GIVE and CONNECT + CLOSE sections).
- (Optional) Complete side 1 of the Worksheet: I Am Poem ([PDF](#) | [Google](#)) as a model (THINK.GIVE section).

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#### Program Connections

This activity focuses on identity—a theme that runs through our core programs. To learn more, visit our [PROGRAMS](#) page.

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# THINK • GIVE

Explain: We all have unique qualities, interests, and ideas. We are different people, after all! Sometimes, however, it can feel challenging to embrace our uniqueness.

Watch: [Mirror Face: A Book on Self Love](#) (3:11) by Jordan Gillman and Michael Tyler. Young people learn to look inside their hearts to embrace their best and most authentic selves.

## Discuss:

- Can you relate to some of these characters' thoughts when they look in the mirror? If so, how?
- What does this quote mean to you? "The me in my heart is the me at my best."
- Why might it feel challenging to be your authentic and unique self? In what situations is it easy to be yourself?
- What is something unique about you? How has this trait had a positive impact?

## Activity: What Makes Me Unique?

Explain: Think about what makes you who you are. What do you like? Dislike? What interests you? How are you acting when you feel like your best self? In this activity, we will embrace and be proud of what makes us unique.

Hand out the [Worksheet: I Am Poem \(PDF | Google\)](#) (1/student). Students answer the prompts on Side 1 to help them identify their unique qualities. If helpful, share your completed worksheet as a model before they begin.

## Discuss:

- How did it feel to think about your unique qualities? What felt easy? What felt more challenging?
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# CONNECT + CLOSE

## Activity: Identity Poem

Students use what they wrote on Side 1 and write a poem on Side 2 of the [Worksheet: I Am Poem \(PDF | Google\)](#). They can keep it simple by writing their thoughts from Side 1, or they can get more creative. Encourage students to use whatever style of poetry feels right.

In pairs or small groups, students share their poems. After each share, students compliment something they learned about the author. (Reminder: a compliment should be a positive expression of praise or admiration about a person's skill or trait, rather than what someone is born with or can buy in a store).

Come together as a group. Ask for student volunteers to share their poems.

**Discuss:**

- How did it feel to write a poem about your true self?
- Were there differences between your poem and your peers'? Similarities?
- Why is recognizing and appreciating others and their unique qualities important?
- Why is recognizing and appreciating you and your unique qualities important?

**DIGGING DEEPER**

- What would the world be like if everyone were exactly the same? (Optional prompting questions: Would it be fun? Boring? Interesting? Confusing?)
- Why is it valuable for people in our group/class to have different viewpoints, interests, and backgrounds? What about in our other communities?

**ACTION**

Explain: Be proud of who you are and share your uniqueness with the world! Find a time to be your true, authentic self (e.g., stand up for something you believe in, do an activity you really want to do at recess, try something new, etc.).

**REFLECTION**

Lead a discussion or allow students to journal. Use the following questions as a guide:

- How did you share your uniqueness?
- How did it feel?
- Were there times you recognized and appreciated someone else expressing their uniqueness?