



**Like You—Like Me
Unit for 4th – 5th Grade**

Like You—Like Me

The purpose of this unit is to help young people think about the future and the possibilities of what they might achieve and accomplish during their life.

There are a total of 5 activities in this unit. Each activity will take several days to complete. Schedule enough time to do each activity thoroughly. The five activities are:

Who I Am

Who You Are

Someday

Role Models

Like Me—Like You

Each lesson will be both hands-on and interactive, allowing young people to work in small groups to ensure that they have thought about each activity.

Who I Am (Activity 1)

The purpose of this activity is for the student to engage in introspection and self-reflection. This activity is a way for students to think about their self-identity and who they are becoming. Students have been influenced by a wide variety of experiences, and this activity will allow them to identify those experiences that have been the most beneficial.

Discuss with students all of the different ways that they can define themselves.

Family: Students might want to define themselves as son or daughter, grandchild, daddy's girl, or other role that they play in the family. They may also want to include family traditions and customs as well as other typical family interactions—reunions, joint vacations, and so on.

Interests and Hobbies: Students may want to define themselves based on the things that interest them—skiing, scrapbooking, dancing, reading, going to the beach, and so on.

Memories: Students may want to define themselves based on memories they have such as a special birthday party, a trip to grandma's house, the first time to visit Disneyland, the ocean, or the neighborhood museum.

Books, Quotes or Phrases: Students may want to define themselves based on a favorite book, quote that resonates with them, a motto like "Just Do It", or song lyrics.

Favorites: Students may want to define themselves based on things that are favorites—color, singer, actor, food, place, and so on.

Dreams: Students may want to define themselves about the dreams they have and the things they want to be in the future.

Entertainment: Students may want to define themselves by capturing the different forms of entertainment that they enjoy—movie titles, cartoon characters, video games played.

After this discussion, give each student an opportunity to work for 10-15 minutes on his/her own to write a poem called: “Who I Am”. When students write this poem, each line of the poem must begin with the words, “I am”.

Sample:

I am yellow, blue, and sometimes green

I am sister, daughter, cherished friend

I am curious, interested in everything, eager to try new things

I am a future teacher, mother, and thoughtful writer

After writing the poem about themselves, ask students to select a partner to share the poem with. Students should discuss the poems that each has written and offer suggestions to the other about things that he/she might want to add.

Who I Am (Activity 2)

Part of who we are can be found when we answer the following questions. Students should rate themselves on a scale of 1 – 10, with 1 being **NEVER** and 10 being **ALWAYS**.

1. I am kind to other children.									
1	2	3	4	5	6	7	8	9	10
2. I am a good loser.									
1	2	3	4	5	6	7	8	9	10
3. I am a gracious winner.									
1	2	3	4	5	6	7	8	9	10
4. I am neat and well-organized.									
1	2	3	4	5	6	7	8	9	10
5. I am quick to lose my temper									
1	2	3	4	5	6	7	8	9	10
6. I feel alone.									
1	2	3	4	5	6	7	8	9	10

7. I am respectful to my parents.									
1	2	3	4	5	6	7	8	9	10
8. I like helping other people.									
1	2	3	4	5	6	7	8	9	10
9. I enjoy being in school.									
1	2	3	4	5	6	7	8	9	10
10. I have lots of friends.									
1	2	3	4	5	6	7	8	9	10

After students have completed the survey, have a discussion about each of the statements. Talk about how to raise the score to 8, 9 or 10. Talk about the reason they rated themselves the way they did.

Who You Are

It is important that young people begin to develop a keen sense of the people around them. How they are alike and how they are different.

Who You Are (Activity 1)

This activity is "Find Someone Who". Students are to look for someone in the room that meet the criteria listed. Once they find that person, the student signs his/her paper. If possible, students should exchange signatures.

Find someone who...

1. has a pet
2. is wearing the same color as you
3. likes chocolate ice cream
4. is wearing shoes that tie
5. can sing your favorite song (or at least part of it)
6. knows a language other than English
7. plays a musical instrument
8. is born in the same month as you
9. saw the same movie as you
10. likes the same TV show as you

Discuss with students the importance of looking for "common ground" with other students. Talk about how we are, in fact, more alike than different. Create a list of how we are all alike.

Who You Are (Activity 2)

When we find “common ground” it is important to respect the opinions of others. An opinion is a strong belief that someone has. This belief may be based on facts, and then again, it may not be. Sometimes we will strongly agree with a particular opinion. Sometimes we will strongly disagree with a particular opinion. At other times, we are simply not sure if we agree or disagree. It is important that students understand that an opinion is not right or wrong, it is simply the other person’s perspective and belief about the topic. It is important that we are open to changing our opinions if we learn new information.

In three different places in the classroom, hang one of the following signs:

Strongly Agree

Strongly Disagree

Not Sure

Tell students that you are going to make a statement. Each is to decide whether they strongly agree, strongly disagree, or they are not sure. Once the students have decided where to stand, ask them to discuss with the others at the same sign the reason that they chose to agree or disagree. Then ask the students to state the reasons that they have the opinion that they do. Let students from “strongly disagree” and “strongly agree” signs speak. Ask the students who are standing in “Not Sure” if they would like to join one of the other groups. Ask any student who is left at the “Not Sure” what it would take for them to make a decision to move to one of the other signs. If no one is remaining at the “Not Sure” sign, ask students what was said that helped them to change their mind.

Here are some statements that you may make. (Remember that you can ask youth to give you the statements to ask.)

Chocolate is the best flavor of ice cream.

Young people who go to this school should wear uniforms.

If someone hits you, the very best thing to do is hit back.

Justin Bieber is the greatest singer.

California is the best state to live in.

Someday

We often ask children the question, “What will you be when you grow up?” when they are young. We are delighted to hear them name the occupations of people they know—teacher, fireman, policeman, banker, grocery store checker, and so on. As youth get older we tend to stop asking this question in the same encouraging manner, because we are interested in young people making a career choice and getting prepared to walk down the path. It is important that we help youth to explore the possibility of the future by taking a look at the talents and interests that they have.

When you begin this conversation with youth, start with an interest survey. Interest surveys can cover a variety of areas which include education, art, communications, personal/social services, nature, manufacturing and engineering, construction, health care, business management, legal, and government service. Interest surveys should ask students what they like about themselves; whether or not they are planning to go to college; if they have a pet (and if so what kind); students’ favorites in movies, TV shows, music, and reading materials; the most interesting class that they are taking; places that they have been and would return to; things they do outside of school; school activities they enjoy; how well they do in school and what they see themselves doing as an adult.

Someday (Activity #1)

Ask students what they know about a crystal ball. After some discussion about the notion that a crystal ball allows you to foretell or see into the future, ask them to think about their family, neighborhood, and school 15 years in the future. Let students discuss this in small groups. This projection will allow them to begin to think about possibilities.

Ask students to pick a partner for the Crystal Ball Challenge. Encourage students to consider what they know about their partner. Encourage them to discuss what the partner stated on the interest survey. Once they have interviewed the partner, each student is to “gaze into the Crystal Ball”, and foretell this person’s future. Be sure to set the expectation that the result will be positive and that the person will be not only successful they will be happy with what has occurred in their lives. Consider including things such as where the person will live, what career he/she is engaged in; whether or not the person has a family of their own (spouse, children), vacations they go on, the kind of car they drive, and so on. Ask the partner to create a “Day in the Life” scenario in which they describe the partner’s day—both work day and day off. Have students share this profile first with you (double check for positive expectations) and then with the partner.

Someday (Activity #2)

Perhaps you have had youth do a similar activity before, but this will put a slightly different twist on the project. You will need a large roll of white butcher paper. Have students work with a partner. The partner traces the outline of his/her friend’s body on

the butcher paper form and then it is cut out. Each student can then color or cut out clothes, hats, tools, and any other indicator that will show who they will be in the future. For example, a doctor might have on scrubs and a stethoscope, a teacher might have a lesson plan book and a marking pen, or a banker may be holding a bag of money. Display these in the classroom and have students explain how they see themselves in the future.

Needless to say you will also have plenty of opportunities to help youth explore what interests them by offering a variety of clubs and activities that help them learn about this interest. If they sign up for the paper airplane club and seem to be interested in flight, remember that flying takes more than just pilots and flight attendants. You have ticket agents, baggage claim and transporters, mechanics, builders of planes, aeronautical engineers, airport security, air traffic control, and the list can go on and on. Have students help you to flesh out the list of careers that can match with the interests they have.

If you have access to the internet for your students, you might want to consider having them go on line to www.driveyourlife.org which was designed by the Indiana Youth Institute to help youth learn more about themselves. Check it out.

Role Models

A role model is someone that you want to emulate. When selecting your role models, it is important to understand that the influence of a role model is often subtle and can “seep” into who you are and then manifest in ways never expected. Select a positive role model—one who has a love for learning, takes responsibility for him/herself, exercises good judgment when making decisions and are demonstrated in actions, maintains a healthy and harmonically balanced lifestyle, and treats everyone, including themselves with respect, dignity, and kindness.

Role Model (Activity #1)

Invite students to “Interview” one another to determine if the person would be a good fit as a role model for someone like them. It is necessary that youth understand you can like a person a great deal, enjoy hanging out with them, but that this does not mean you want to “grow up to be like them”. The purpose of this interview is to help youth explore some attributes of a good role model.

Read through the list of questions below and determine which of them (even if you select all) that you will ask during your interview. Once you have asked the question and heard the answer, consider whether or not what this person says, “fits” with how you think and see yourself.

1. In what ways do you try to lead a “healthy life style”?

Follow-up question: What are your views on using drugs, alcohol, and tobacco?

2. In what ways do you demonstrate positive self-esteem?

Follow-up question: What makes you confident and content with who you are?

3. What is your most important possession? Why is that?

Follow-up question: If you had to choose between your favorite possession and helping a friend, which would you choose and what would be the reason behind that choice?

4. In what ways are you independent? Interdependent with those around you?

Follow-up question: What is a current fad that you have simply not adopted?

5. Life is full of stress. How do you deal with stress in a positive way?

Follow-up question: What are some of the things that “stress you out” and what do you do, if anything, about that?

6. How do you let people know that you care about them and their well-being?

Follow-up question: How do you show respect when you find what a person did to be disgusting?

7. What songs, movies, and/or TV programs influence your thinking? In what ways?

Follow-up question: Thinking about songs, movies, and TV programs, have your favorites ever gone “too far” and made you uncomfortable? In what ways?

8. What do you consider success? What have you done to obtain this success?

Follow-up question: What do you consider failure? How might you have turned a recent perceived failure into a positive experience?

9. In what ways do you get involved in the things that interest you?

Follow-up question: What are the activities that you participate in routinely?

Role Model (Activity #2)

Below you will find some tips to consider when selecting a positive role model. These suggestions can be found at <http://www.articlesbase.com/advice-articles/positive-role-models-inspire-you-to-make-a-difference-3710282.html#ixzz1CcXvzHR2>

A great role model is a person that understands who he is, he doesn't cheat and act like he is someone else, just to be friendly to other people. Find a person who has a big faith in his potential. Remember: someone who is down will bring you down too.

Find someone who is kind and can interact easily with people, someone that doesn't ever take credit for what he does.

It's helpful to choose someone who respects uniqueness yet who coincides with you in some kind of aspect. It can be about the person you want to be but it's not healthy to try to be something that is completely different for your own talents, interests and attributes.

Look for someone who lives his life the way you would like to. If you want to be a famous musician, your role model could be someone who is notable at playing or composing.

True role models are those who retain the characteristics that we would like to have and those who have affected us in a way that makes us want to be exceptional people. We usually are not aware of our true role models until we notice our own claimed growth and improvement.

Your role model doesn't have to be a real person, or someone who is alive. It may be a character from a cartoon or movie. If you need a suggestion ask yourself "What would he/she do in my place?"

Consider each of these suggestions. Which resonate with you and why? Sure your choice with a partner.

Dream—Like Me—Like You

Following is a poem entitled: Like Me—Like You. This poem capture the importance of “dreaming” about what you want and how in many cases, those dreams can be realized. The “refrain” reminds youth that these success stories were once like them and only had their dreams.

Review this poem with youth and discuss each of the stanzas and refrains. Invite students to create their own stanza to add to the poem.

Have students prepare this in a Reader's Theater format. Here's a suggestion of how you might do that.

Select 2-5 students who are particularly interested in learning the verses of the poem and work with them to teach them the entire poem. Give students who are working on the verses many copies of the poem. Have a different small group learn one section of verse (King, Ride, Mickey and Minnie and Seuss, and regular people)

Select a chorus and have them learn the refrain. You can help them learn the refrain in the following ways:

1. Echo the lines back and forth
2. Take the lines, one at a time, and add on to the first line with the second, and so on
3. Teach students motions to the poem—Like you—point to someone else, Like me—point to yourself and so on.

If you have a parent event, have students perform the Reader's Theater for the group.

Like Me—Like You

**There once was a preacher, Martin Luther King
He worked day and night to hear freedom ring
From Selma to Montgomery he led the people
In a struggle to create equal rights for all people
He didn't use violence, no guns or knives
His message was one that revered our lives
We remember his speech, "I have a dream"
He did alot for kids like you and me**

Refrain:

**I live in a land where dreams can come true
Where everyone says it can happen to you
Martin had a dream that he could see
And once upon a time he was a kid like me
Like me (like you)
Like you (like me)
Martin had a dream that he could see
And once upon a time he was a kid like me**

**An astronaut named Sally Ride
Known and respected nationwide
She was the first American woman in outer space**

And she flew with the Challenger and took her place
In history! For the world to see
And now she's a heroine for kids like me

I live in a land where dreams can come true
Where everyone says it can happen to you
Sally had a dream that she could see
And once upon a time she was a kid like me
Like me (like you)
Like you (like me)
Sally had a dream that she could see
And once upon a time she was a kid like me

Now Mickey and Minnie and Donald the duck
Are cartoon characters all children love
Walt Disney created them for us to enjoy
He had a vision that included every girl and boy
And so did Dr. Seuss with the Cat in the Hat
We learned to read from his books, what do you think of that?
He had a dream that he could see
And once upon a time he was a kid like me

Like you (like me)
Like me (like you)
Dr. Seuss had a dream that he could see
And once upon a time he was a kid like me

People you see every day of your life
Your teacher, bus driver, firefighter, engineer
Mechanic, doctor, computer programmer
Everyone plays an important part
And everyone's got some love in their heart
They may not be famous, but they all have dreams
And once they were kids like you and me

Like me (like you)
Like you (like me)
We all have dreams that we can see
Dreams of being what we want to be
So if you have a goal within your sight
It takes a dream to start your flight!

Refrain:

I live in a land where dreams can come true
Where everyone says it can happen to you
People have a dream that they can see
And once upon a time they were a kid like me
Like me (like you)
Like you (like me)
People have a dream that they can see
And once upon a time they were a kid like me



For more information, contact
Consult 4 Kids at

www.consultfourkids.com