

# NOTES TO SELF



**WHAT IS IT?** A time to reflect and draw/write about yourself.

**WHAT IS IT ABOUT?** Reflecting on positive experiences, attributes, and aspirations.

## WHY DO THIS?



## MATERIALS

- Journals (optional).
- Music

## THE BIG IDEA

**When we take time to reflect on who we are, how we're growing, and what is special to us, we build an awareness of our strengths and beliefs that we can go back to when we need it.**

## INSTRUCTIONS

1. Say **THE BIG IDEA**.
  2. Ask students to take out their journals (or a piece of paper) and draw/write in response to the prompt (additional prompts available in Strategy Guide, pages 197-198). Sample prompts include:
    - **Draw or write about three things that went well today.** What were you thinking/feeling? What did you do?
    - **I believe...** Write a list of words or draw the top three most important beliefs you have and why they matter to you (e.g., I believe telling the truth is important). You can use magazines and have students cut out words or pictures that represent their beliefs.
    - **Draw or write about your best possible future self.** Who will you be when you grow up? What do you like about that future person? Why are those things important to you? Encourage students to consider how beliefs might change across settings and time. Students can map different possible selves/beliefs on a grid or circle.
  3. Turn on calming music and give students 5-10 minutes to draw or write.
  4. *Optional:* Give students the option to share their drawing with you privately or with the class. Write an affirming note back to the student with a smiley face, sticker, or stamp.
- **MUST DO:** Keep open-ended, there does not need to be a right answer.
- ↻ **CAN ADAPT:** How they reflect – instead of writing or drawing, they can share out loud to the classroom or a partner, or act out through a role play.



## AFTER THE ACTIVITY, DEBRIEF:

- How did your reflection go? Was it easy or hard to reflect and think about yourself?
- How do you know what you believe in? Where do beliefs come from?
- Can you think of a time when your beliefs were different? Are you still the same person if your beliefs change? What makes you, you?
- When else could you reflect on your beliefs and who you are?
- How do you think about your thoughts? Can you see other people's thinking?
- When do you feel your best? Why?

### TIPS FOR SUCCESS



If possible, have the prompts translated into the native languages of emergent bilingual learners. Provide them with the opportunity to respond in their home languages, as well.



Provide scaffolding for children who may need extra support by providing your own example. Model your thinking for students by “thinking aloud” to show how you generated your ideas and to show how you chose what to record in your journal.

### OVER THE YEAR...

Sixth grade is a time to grapple with multiple identities – that each of us is a complex person made of different beliefs, different facets, different possibilities, etc., and that these can vary depending on the context or situation. Young people entering adolescence may experience tensions about their personal and social identities, how they complement or conflict with each other. This tension is normal; support students to explore and celebrate the different facets of their self-hood.

**To start, allow students to decorate the cover of their journals to represent aspects of their identity, heritage, and culture that make them who they are.** For sixth graders, this could be their favorite foods/songs/dances, who is in their family and where they are from, where they live, what they are good at, etc. Students can draw and color or cut and paste collage-style.

**As the year progresses, use a variety of different prompts that give students an opportunity to reflect on aspects of who they are, how experiences make them feel, and things that are important to them.** Encourage students to draw with more and more detail as their skills develop throughout the year and to begin labeling their pictures with words, as they are able.

**Lastly, give students time to go back into their journals to review what they've drawn and written throughout the year.** Choose prompts that allow students to reflect on the best parts of their year, challenges they've overcome, things they've learned, and their goals for the future.