

WTG STUDENT

ENGAGEMENT LESSON PLAN





Knowledge of Self

Unit 1



◀ **Unit:** Knowledge of Self

Workshop One

This is Me!

Workshop Two

We Are "We The Girls!"

Workshop Three

"I'm From" Introduction

Workshop Four

Life Maps

Workshop Five

Life Map Presentations



Lesson Name: **This Is Me**

Reign Pillar: Identity

◀ **Objective:**

In this workshop, club members will create their “This is Me” posters to share information on who they are within their club. This activity will begin the process of club members beginning to understand their identity and the identity of their fellow peers.

◀ **Materials:**

- Chart Paper
- Markers
- Crayons



Overview

Prework

1. : (*Before members enter the room*) Use chart paper large Post-it's to place around the entire room. There should be a post chart paper it for each member.

Club Meeting

2. Have club members complete an ice breaker activity of your choice.
3. After the ice breaker activity, welcome the club members into the We The Girls Club and walkthrough the activity for the session to them that they will move onto an activity where they can get to know one another.
4. Have them find their chart paper and explain to them that you will be providing prompts for them to respond to. Once they are complete let them know that they will do a gallery walk together around the room where they will each present..
 - a. ***Modification-** You can have members volunteer to share/present in front of everyone instead of doing a gallery walk. (if you have shy members)
5. **Example Prompts:**
 - a. Name
 - b. Grade

Modifications/Variations

Place each member's picture above their chart paper so they know which one is theirs OR you can write their name at the top of the chart paper



- c. Birthday
 - d. Favorite hobby
 - e. What song best represents you?
 - f. Recall a time you've been empowered
 - g. What is one thing you love about yourself.
 - h. What are your strengths?
 - i. One skill you would like to improve upon. (self-esteem, confidence, self-care/love, etc.)
6. Allow members to work on their posters for 10-15 min. Let them know they can get creative and decorate their posters when they've completed the prompts.
 7. Once members have completed their posters/ (depending on time) either
 - a. Have members go on a gallery walk where one member is presenting at a time
 - b. Ask for volunteers to present. Presenters can either present in front of the room or presenters can present in front of their post-it.
 - c. If time is running low, allow for additional presenters to present at the next club meeting.
 8. Engage club members to share an interesting fact they learned about another club member or if they have a share a similarity
 9. Have members return to their seats and ask them what they know about the We the Girls Program and what is an expectation they have about being in We The Girls?

Reflection Question:

What was your favorite part of the "This is Me" activity?



Lesson Name:
We Are We The Girls!

Reign Pillar: Identity

◀ **Objective:**

Members will learn more about the We the Girl's Club and the expectations of club members.

Materials:

- ◀
- Chart Paper
 - Markers
 - Crayons



Overview

1. **Warmup/Ice Breaker:**
 - a. Allow for "This Is Me" presenters to finish OR
 - a. Have club members complete an ice breaker activity of your choice.
2. **Set Club Meeting Norms**
 - a. Setting club meeting norms will allow for student voice and agency.
 - b. Allow for club members to participate in sharing how they would like for the club meetings to be ran. (ex. *Having music playing before club meetings begin, creating a more relaxed room setting, etc*).
 - c. Allow for at least 15-20 norms to shared amongst club members
 - d. Next have allow club members vote on each norm to have about 10 norms set.
3. **Review WTG Program**
 - a. **Purpose:** We The Girls (WTG) is a program that provides a safe space for girls of color and their allies to deepen their understanding of self, sharpen their leadership skills, enhance confidence and self-esteem, and build community.
 - b. **Meetings:** Club meeting frequencies and times
 - c. **Attendance:** Importance of maintaining attendance, experiential learning opportunity incentives with high attendance
 - d. **Communication Source** (optional) this is a centralized space where you can communicate with your club members

Modifications/Variations



about announcements, club meeting reminders, etc).

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4. Now that Club Members have gained a better understanding of the program, they can create their ideal We The Girl avator or create an expectation list for how a We The Girl should be at their school. *(example, A We The Girl club member always exhibits leadership wherever she goes beyond this space)*

- a. This can be done through Mentimeter or club members can each be given a post it(s) and can write down their responses and post it on the board. The board can display a "We The Girl Avatar"

5. Have club members conduct WTG Pre-Program Survey

- a. Found with Microsoft Teams Channel

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Reflection Question:

What are some ways you can make We the Girls Club successful this year?



Lesson Name: **I'm From Introduction**

Reign Pillar: Identity

◀ **Objective:**

Club members will be able to use poetic and written expression to story tell about their identities (personal and communal) by reflecting on their lives, families, and values.

◀ **Materials:**



Overview

2. Complete warm-up activity of choice.
3. Explain that today we will use storytelling to help us get to know each other better by learning more about each others neighborhoods, places where we grew up, family, and friend. We will learn how these places and people helped to shape us into who we are today.
4. Invite group to a central space preferably where you can project an image or video on a screen.
5. Show video of recitation of "I'm from" poem.
6. Offer instructions:
 - a. Participants will use template to create poem.
 - b. Participants will be encouraged to put their own spin on their poem by creating a song, rap, ect.
7. Presenter will model aloud writing their own poem to help students get an idea of what to include in their poem.
8. Check for understanding.

Modifications/Variations

Students may elect to not present their poem orally, but create a poster board where all student can complete a gallery walk of their work. Participants have a few minutes to read the work and comment afterwards.

Be mindful that participants may have painful memories that may come about when completing this project. Therefore, they may or may not want to share this information. Developing norms will help facilitate these conversations.



Reflection Question:

What is one thing that you learned today about your peers which surprised you? Why?



Lesson Name: **Life Maps**

Reign Pillar: **Identity**

◀ **Objective:**

Club members will create visual autobiographies that highlight key moments in their lives. The artwork is itself revealing something about who they are. In sharing their work, they inevitably come to appreciate their individual journeys and recognize their connections to others.

Materials:

- Colored markers
- Crayons
- ◀ • Large white paper
- Masking tape
- **Optional:** Magazines, Colored paper, Sparkles, Glue, etc

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Overview

Warmup/Ice Breaker:

1. Have club members complete an ice breaker activity of your choice.

Maps:

2. Lay out art supplies. Have members fold the large piece of paper like a book so that it has 4 pages.
3. On the cover of the book, have members write a title. (The title should be based on a favorite album or song.) The cover should also include the member's birthday, time of birth, zodiac sign (optional), and place of birth.
4. On the first page, have the members create a family tree. They can include the family that they were born into and any other people that they consider family.
5. On the third page, have each person "illustrate" their important life experiences, changes, challenges, and feelings. They should start as far back as they can remember and continue until their present age. Let them know there is

Modifications/Variations

Instead of creating a booklet, club members can use a long white paper and create an actual road map on the entire length of the paper. Indicating points within their lives throughout the road.



no one way to complete this assignment: some might create a timeline, others might draw a concentric circle pattern, others may use symbols.

6. On the back cover, have members include a favorite quote.

References:

Adapted from Brotherhood SisterSol Curriculum



Lesson Name:
Life Map Presentations

Reign Pillar: Identity

◀ **Objective:**

Continue working on visual autobiographies/Life Maps from previous session..

◀ **Materials:**



Overview

Exhibit:

1. When everyone has finished, hang the drawings up and give the group enough time to look at the “exhibit,” then have each club member describe their drawing to the group

Closing:

2. After everyone has presented, engage the group in a discussion about what they learned about each other and about themselves:

- a. How easy or difficult was the activity, and why?
- b. What patterns in their lives or in young people in general did they notice?
- c. What did they notice was not included?
- d. What do the drawings say about the group?

Modifications/Variations

Unit Close-out

Upload all Life Maps within Microsoft Teams channel. Search within your school's folder under “Files” and upload within “Unit 1- Life Map Presentations” folder by December 17th

References

Adapted from Brotherhood SisterSol Curriculum

