

**Lesson Plan:**

"And I'm a Mathematician" Poster Activity

**Grade Level:** Upper Elementary to Middle School (Grades 3–8)

**Subjects:** Math, Art, Identity & Belonging

**Time Required:** 40–60 minutes

**Goal:** Help students see themselves as part of the mathematics community and express this through creative, identity-based art.

---

**Learning Objectives**

By the end of the activity, students will:

- Explore and express personal identity alongside their identity as a mathematician.
- Understand that math is a human activity they belong to, not something distant or elitist.
- Connect creative expression with mathematical mindset ideas (e.g., the importance of struggle, curiosity, patterns).
- Contribute to a visual class collage that celebrates both individuality and shared community.

---

**Materials Needed**

- 9x11 white or colored construction paper (1 per student)
- Magazines (for cut-outs)
- Colored paper, markers, colored pencils, crayons
- Glue sticks, scissors, tape
- Example posters (printed or projected)

## Lesson Flow

---

### 1. Introduction (10 minutes)

Teacher/Intern Tasks:

- Begin by asking students:  
“What comes to mind when you hear the word *mathematician*?”
- Emphasize that mathematicians observe, wonder, question, imagine, and figure things out—just like them.

### Show the TED Video on Math Anxiety

#### Prompt a brief discussion:

“What do you think it means to grow your brain through struggle?”  
“Can struggle help us feel more connected to learning math?”

#### Share Example Posters:

- Project or pass around two sample “And I’m a Mathematician” posters.
- Ask:  
“What do these students share about themselves?”  
“How do they also see themselves as mathematicians?”

---

### 2. Poster Creation (20–25 minutes)

#### Student Instructions:

- Use the phrase:  
“I am...” (e.g., a dancer, gamer, reader, sister, soccer player, etc.)  
“...and I’m a Mathematician.”
- Students may draw, write, collage, or decorate their posters.
- Encourage them to include words, symbols, and images that reflect:
  - Hobbies/interests
  - Communities they belong to
  - Personal qualities or dreams
  - Their relationship to math thinking

Intern Support:

- Walk around, engage in dialogue:

“What’s something you enjoy outside of school?”

“Have you ever noticed math in your hobby?”

“What makes you feel successful when doing math?”

### 3. Optional Sharing (5–10 minutes)

Class Reflection:

- Invite students to share one thing from their poster if they feel comfortable.
- Use a circle or gallery-style walk so students can see each other's work.

Prompt reflection questions:

- “What did you learn about someone else today?”
- “What do our posters say about our class as a math community?”

### 4. Create the class collage (5–10 minutes)

Instructions:

- Gather all the posters.
- Tape or pin them together on a wall or bulletin board in a grid format.
- Take a class photo with the collage.
- Title the display:

“We Are All Mathematicians” or “And I’m a Mathematician...”

### Wrap-Up & Debrief Questions

You can lead a closing discussion or short written reflection:

- “How did you show your identity in your poster?”
- “How can we help others see that everyone can be a mathematician?”
- “What surprised you about this activity?”