Phase 1.4 “I Am From” Poem:

PHASE OVERVIEW

In this phase, pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.

LESSON OBJECTIVE

Students will be able to creatively express their identity to their classmates and mentor.

PURPOSE

In this lesson, students will explore parts of their culture (e.g., holidays/traditions, food, music, role models), and prepare to share parts of their identity with their mentor. After reading and discussing an “I Am From” poem, students will brainstorm elements of their own identity and culture in preparation to write their own “I Am From”. This is an opportunity for pairs to deepen their exploration of identity.

AGENDA

5 min	*Do Now: Mentor Response*
30 min	*Learn and Engage: My Poem*
5 min	*Mentor Connection*

KEY TAKEAWAY

Sharing my background, values, beliefs, and identity will allow my mentor to get to know me better. One way I can share these concepts is through poetry.

FACILITATOR NOTES:

The “I Am From” template is included in the platform lesson for this week. Students must open the lesson and scroll to the bottom of the screen to access the document. They can fill in the document using the blank spaces provided for each poem line.

Keep in mind that the Do-Now message simply serves as a class “start-up.” It is OK if students are not able to fully respond. Please move on after the 5 minutes allotted for the Do-Now so you have enough time to run the class lesson. Students will have the opportunity to write at the end of class as well.

MATERIALS: 1.4 Presentation, 1.4 Handout

Do Now: Mentor Response Students will read their mentor's message and respond. They will share one high and one low of their week. This routine will help mentees understand that they must be consistent in their responses.		**Notes:**
Slide 2: 5 min	**TALKING POINTS** Log into your Platform account. Read your mentor's message and respond by sharing one high and one low of this week.	

Learn and Engage: My Poem Students will first read and analyze an example of an "I Am From" Poem. Students will then craft their own poem.		**Notes:**
Slide 3: 1 min	*Have a student read the key takeaway.* Sharing my background, values, beliefs, and identity will allow my mentor to get to know me better. One way I can share these concepts is through poetry.	
Slide 4: 6 min	**TALKING POINTS** Silently, on your own, read through the example poem on your worksheet. ○ Circle any words you don't know. ○ Underline any parts of the poem you can relate to ○ Star any parts of the poem you really like. ○ When you're finished, put your pencils down to let me know you're ready to move on. ○ After about 5 minutes of silent reading, we will read through and discuss the poems as a class. Can I get a volunteer to read the poem aloud before we discuss it as a class?	
Slide 4: 4 min	**STUDENT DISCUSSION** ● What words did we not know? ● Which parts did we relate to? ● Which parts did we really like?	

Slide 5: 15 min	**TALKING POINTS** Now that we have gone through an example, you will have the opportunity to create your own *I Am From* poem. Your mentor will read your poem and write you their own version! Use this time to really think through what parts of your identity you want to share with your mentor. This is part of the relationship building process.	
Slide 6: 4 min	**STUDENT DISCUSSION: DEBRIEF** ● Which part of your poem are you the proudest of and why? ● What was challenging about this activity? Why?	
Slide 7: Mentor Connection	Have students write to their mentors.	
Slide 8: Extend	*If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.*	



Mentor Connection

MENTEE PROMPT

Your mentor will be able to see the poem from their account. Share with your mentor:

How did you feel writing your "I Am From" Poem?

Writing this poem made me feel _____ because ____.

Mentee Connection

OVERVIEW

Today's communication with your mentee allows you to creatively share details about you, your family and your neighborhood through poetry. Your "I Am From" poem will provide your mentee with a multi-sensory experience and opportunity to learn more about you. They worked on their own poem in class and should have included it in this week's lesson. If your mentee was unable to write their poem, it is important that you lead the work by sharing your own example.

YOUR RESPONSE

1. **Share a high point and a low point from your week.**
   This will be part of your weekly writing ritual with your mentee. Modeling vulnerability and openness will help your mentee feel comfortable to do so as well.

2. **Share your own "I Am From" Poem.**

Here is an example to help you prepare to draft your poem. Remember, this is an opportunity to share more about your background, interests, strengths and/or goals. Consider referencing an aspect of your ethnic or personal/family culture, to open the door for your mentee to share similarly.

Sample poem: **Where I'm From** by Dorease W.
I am from Soul Train, from Sulfur 8 and Afro Sheen cosmetics
I am from bacon sizzling, hair straightening, gospel playing
I am from the Aloe Vera and the olive oil
I am from family walks after dinner and singing around the piano,
from Jaqueline and Kenneth and The Walkers
I am from the West Indian culture, love + respect and love yourself first
before demanding it from others

From "A hard head makes a soft behind", and "Your eyes may shine,
your teeth may grit, but none of this treat you gonna get"
I am from a Christian home I am from Jamaica by way of New Jersey
and plantains + curry goat
From my grandma Doris waking me up for Saturday chores,
the smell of Pine Sol and Ajax cleaner

I am from a line of Strong Queens