

# Who Am I? Let's Take an Inventory

## Activity

- ✓ Ask for student volunteers to share on their first journal entry on a personal successful accomplishment. Note the time allotment. Allow for discussion and positive feedback.
- ✓ Tell the class that a “warm-up activity” is now planned for the later desk assignment (inventory)
- ✓ Teacher will announce topic, and students will move and stand under the banner that reflects their like/dislike, or not sure status, or explain the use of pre-determined desk signals. Decide the time dedicated to this activity before reassembling at desks for the inventory.
- ✓ After the warm-up activity, introduce and begin the inventory of personal likes and dislikes. These are all different from what they have just done in the group exercise.

Allow a suitable amount of time to complete the various sections, and then file in personal student folders. Teacher may ask:

- ✓ *Which like/dislike item impressed you the most?*
- ✓ During the inventory response time, assist students who may have reading or vocabulary issues.

## Objectives

- Reflect and share on concepts of success, likes and dislikes, and who I am
- Identify personal likes and dislikes
- Become better acquainted with classmates' likes and dislikes

## Materials

- ✓ Have journals at a spot for students to pick up as they enter the room
- ✓ Determine the amount of time you will dedicate to sharing success entries from previous journal entries
- ✓ Warm-up game: Likes/dislikes
- ✓ Place 3 banners/signs on opposite room walls for LIKE, DISLIKE, NOT SURE in center of room
- ✓ Likes/Dislikes survey, the Teacher Instrument questions for the warm up activity
- ✓ Student copies of attached inventories for individual responses as the second activity

## Vocabulary

- Likes
- Dislikes

## Summary

After all inventories are collected, ask students above question, and then follow up with:

- ✓ *What did you learn about yourself in our work today, or about one of your classmates?*

Have students return journals to the assigned storage spot.

## Notes for Teachers

- Review warm-up game questions. Determine the amount of time available, and which questions you will use and your method (movement or desk signals)
- For student inventories, decide which questions to assign and the amount of time it may take to complete
- Save time for collection and debrief at the end of class
- Students finishing early can make an entry in their journal

## Reflection

Encourage the students to engage in reflection by asking regular questions, with time to think, then respond voluntarily:

“Do you know more about who I am? I am a summary of my likes, dislikes and my personality traits, and....”

“Is something missing? What would that be?”

## Home Connection

Parents could complete one of the inventories about their student, returned to school to the personal student folder, to see how they match up as a later activity in class.