

& PROJECT

P.S. You Sound Like Someone I Can Trust

Session 6 of 7

A TIME FOR REFLECTION

Students reflect on how they have been representing themselves in their letters.

YOU WILL NEED

- Post-it notes
- Paper and writing utensils
- Optional: markers and stickers
- Letters from your buddies!

BEFORE YOU START

Before you start, make sure that you have delivered the letters you students wrote to their buddies *and* received the replies from your partner classroom.

HOW TO BEGIN (10 MINUTES)

During the last session, your class watched Najwa Zebian's TEDTalk where she discussed finding herself through her writing. Finding yourself—and knowing who you are—is difficult work and requires

a lot of reflection.

On Post-it notes, have your students respond to these two questions:

- How do you find yourself?
- How do you know who you are?

You can have these responses shared in a variety of ways depending on the amount of time you have left and your own preferences. A list of suggestions for sharing is below:

- Have students stick their Post-its on the board as they finish their response; when everyone's response is posted, read them out, keeping them anonymous
- Have your students swap with a partner and then swap again and again so that the responses are thoroughly mixed up; have students read the response they received and share out
- Collect all the responses and share out, keeping them anonymous
- Have volunteers share out what they wrote

STEP 1 (10 MINUTES)

Mini-Lesson: Reflection

Your students just did some deep reflection so now ask them: what does it mean to reflect? When do you take the time to reflect?

Have them take a break from writing and discuss the above two questions with a partner for about five minutes. If the conversations need a little more scaffolding, ask them why it's important to reflect?

Come back as a class to discuss. Again, there are likely to be a large variety of responses since reflection is an individual process and looks different for everyone, but the biggest themes you'll likely hear in their answers are that we reflect to improve, to find ideas, to understand (ourselves, the world, etc.), and to connect with others. Reflection can be a way of working things out and coming away stronger and more grounded.

STEP 2 (15 MINUTES)

Who Are You? Who Were You? Who Do You Want to Be?

Pair your students up for this activity and assign students either role A or role B.

The rules for this activity are below:

- Partners must make eye contact
- Your statements have to be true
- No repeats: you need to say something different each time
- You must answer as quickly as possible!

There are three total rounds and they'll each proceed in the same way: for the first minute, partner A will ask partner B the prompting question over and over again; for the second minute, they will switch and partner B asks partner A the prompting question over and over again; for the 2-3 minutes after the questioning, your students will have time for independent reflection (did they give an answer they didn't expect, was it easy/hard to respond, etc.)

Round 1: Who are you?

Round 2: Who were you?

Round 3: Who do you want to be?

STEP 3 (20 MINUTES)

Who We Are When We Write Letters

Pass out the replies from their buddies. As they read their letters, they should make notes in their notebooks about what they want to say in response and what questions/stories they want to share.

One thing they should communicate in this letter is who they are—have they missed sharing a key piece of themselves in earlier letters? What stories, anecdotes, etc. can they share with their buddy to portray their authentic self?

STEP 4 (5 MINUTES)

Wrap-Up

Have your students share one of two things with a partner—either one thing they loved from their partner’s letter or one thing they loved getting to add to their own letter. If your students want to, have them share with the whole class too.

Collect their letters to send along—they can (and should!) keep the letters they received.