

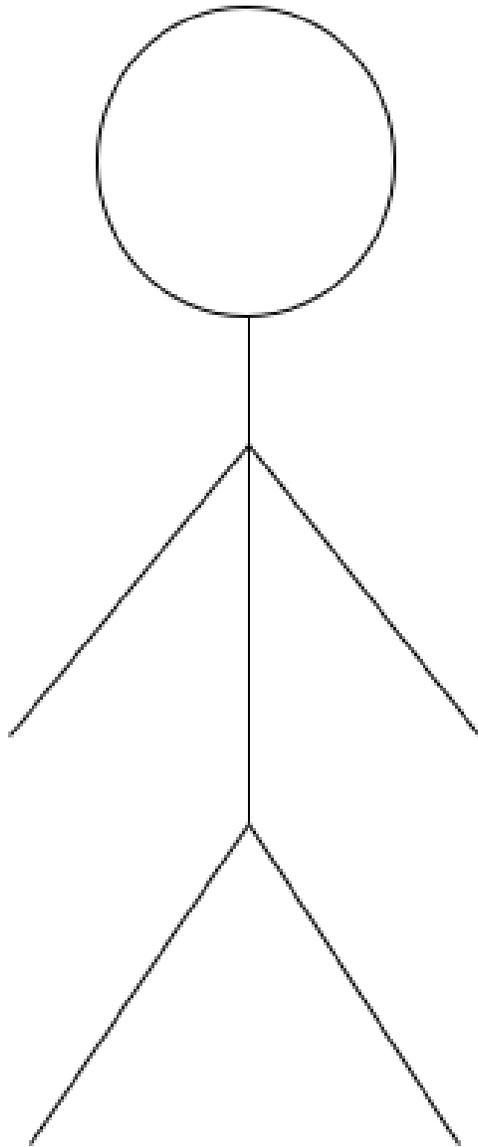
Katie Powell

Activity Sheet 1: Monday, Week 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write down some adjectives and some things about yourself that you think identifies who you are.



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Your Background: Homework for Week 1 (Monday)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Answer the following questions to help develop your story and further your idea of your identity/who you are. You may leave some questions blank if they make you uncomfortable.**

How old are you?

What religion do you have, if any?

Are you part of any clubs or after school activities?

Where are you from?

Where is your family from?

Do you have a best friend?

What is your ethnicity?

What are your likes?

How do you identify (gender)?

What are your dislikes?

Do you have siblings?

What are your favorites?

What do you want to be when you grow up?

Any adjectives you describe yourself by?

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### Exercise 1: Tuesday, Week 1

Pair students up in twos (a couple groups of three won't hurt, but this is much better done with groups of twos). Allow full class time for this activity. Let them choose who **Buddy A** and **Buddy B** is.

**Buddy A** chooses the four most important adjectives/identities they wrote down on activity sheet 1 and takes one minute to convey this information. **Buddy B** follows.

After ~2 minutes, tell the class to pick some answers from their homework to incorporate into their story. Have them take 2 minutes each to convey this new information.

After ~4 minutes, tell them to take the two different parts of the story they just told and make it into one story. It should take about 3 minutes per **Buddy**.

After ~6 minutes, start the speed rounds. Tell them to have fun with this and to not take it too seriously. Let them know they have 3 minutes in the first round and start them off with **Buddy A**.

Then take 3 minutes for **Buddy B**. The second round is 2 minutes, the third round is 1 minute, the fourth round is 30 seconds, and the final round is 10 seconds.

Reconvene the class (arranging themselves however they like, whether they go back to their original seats or not is up to them). Ask them how the activity went. What was hard? What was easy? Do you feel like you have a better understanding of your identity? Did you try to tell your whole story when you started running out of time, or did you shorten it to the main points?

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Exercise 2: Wednesday, Weeks 1 and 2

**Buddy A** starts out by telling **Buddy B** the story they have so far. **Buddy B** gives feedback based on the questions:

**What did you like about the story?**

**What could be better? Tone, voice, volume, etc.**

**Which part(s) of the story was your favorite?**

**What would you want more detail of?**

**What do you think seemed like an unnecessary detail(s)? Give your Buddy a chance to defend it.**

**Anything else you want to say?**

**Buddy B** tells **Buddy A** their story, and **Buddy A** follows up with feedback. The feedback can be written on a notecard or piece of paper in order the most helpful.

Each **Buddy** should work on incorporating feedback into their story. Give them tips on how to do this. Have **Buddy A** start, then **Buddy B** goes next, and then **Buddy A** again. If they want to, they can give feedback on how well they're incorporating feedback, though they need to be careful not to attack the person and/or their speech. The second time they give feedback, it should be a lot more specific for maximum understanding.

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Exercise 2, revised: Wednesday, Week 3

**Buddy A** starts out by telling **Buddy B** the story they have so far. **Buddy B** gives feedback based on the questions:

**What did you like about the way the story was told?**

**What could be better? Tone, voice, volume, etc.**

**Which part(s) of the story was your favorite to watch?**

**What gestures did you like/not like? Do you think it embodied you as a person?**

**Anything else you want to say?**

**Buddy B** tells **Buddy A** their story, and **Buddy A** follows up with feedback. The feedback can be written on a notecard or piece of paper in order the most helpful.

Each **Buddy** should work on incorporating feedback into their story. Give them tips on how to do this. Have **Buddy A** start, then **Buddy B** goes next, and then **Buddy A** again. If they want to, they can give feedback on how well they're incorporating feedback, though they need to be careful not to attack the person and/or their speech. The second time they give feedback, it should be a lot more specific for maximum understanding.

Worksheet 2: Monday, Week 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

You do not have to share your answers. This is simply to help you pick a specific topic. When/if you talk to your **Buddy** about this worksheet, you can look for ideas with one another instead of sharing what you don't feel comfortable sharing.

**I feel misunderstood about my... (circle the topics you feel misunderstood on):**

Race                  Gender                  Ethnicity                  Physical Appearance                  Weight  
Mental illness (such as anxiety, ADD/ADHD, OCD, etc.)                  Opinions                  Intelligence

Other (write in):

**Some ways I feel misunderstood about \_\_\_\_\_ are...**

**It's important to know that your perspective does not equal someone else's perspective, and this is an easy way to feel misunderstood. You could be afraid that you're not appearing how you want to appear (not smart enough, not rational enough, etc.). You can validate yourself; you don't need someone else to do it for you. Understand that you can't control what they think. If they don't see a problem with it, regardless of whether it is a problem, they're not likely going to be easily persuaded to think another way. Remember: other's views of your opinions do not diminish your worth, and it's okay to be misunderstood! Harmful views, however, do not have a place in this classroom. Hate speech and attacks on a person or a people group will not be tolerated. It's okay to want to understand a point of view and explore your own; it is NOT okay to attack someone else verbally.**

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### Exercise 3: Tuesday, Week 2

Give the students 5 minutes to individually write down three to five “headline” ideas that captures the essence of their story. Each headline is an average of five words.

**Buddy A** gets 2 minutes to dramatically read off the headlines. **Buddy B** gets 1 minute to pick two headlines that they liked and to give one to two reasons why they liked it. **Buddy B** then goes next, getting the same time allotment.

**Buddy A**, again, gets 2 minutes to read the remaining two headlines and **Buddy B** gets 1 minute to pick between the two. **Buddy B** follows. If one **Buddy** feels strongly towards the headline that **Buddy B** did not pick, allow them 30 seconds to explain why they shouldn't pick that headline.

Now that each **Buddy** has a final headline, allow them 5 minutes to write down three to four bullet points to help outline their story. Bullet points are not full sentences and will not turn into paragraphs, but instead more like information that will be included in the story in the form of a short phrase.

Each **Buddy** receives 2 minutes to share the headline again along with the bullet points, starting with **Buddy A**. **Buddy B** is allowed 2 minutes to give feedback (it's okay if they need extra time for either one of these things). They then switch, where **Buddy B** shares the headline and bullet points in 2 minutes, and **Buddy A** is allowed 2 minutes to give feedback.

Give each **Buddy** 5 minutes to revise the bullet points they have, and/or add at least two more bullet points.

The process of sharing and giving feedback is repeated in the same format as above.

Exercise 3, revised (listed as exercise 4): Monday, Week 3

Give the students 10 minutes to individually write down three to five one sentence summaries that captures the essence of their story. They get 5 minutes afterwards to develop a headline (much like last week) from it.

**Buddy A** gets 2 minutes to read off their headlines. **Buddy B** gets 1 minute to pick two headlines that they liked and to give one to two reasons why they liked it. **Buddy B** then goes next, getting the same time allotment.

**Buddy A**, again, gets 2 minutes to read the remaining two headlines and **Buddy B** gets 1 minute to pick between the two. **Buddy B** follows. If one **Buddy** feels strongly towards the headline that **Buddy B** did not pick, allow them 30 seconds to explain why they shouldn't pick that headline.

Now that each **Buddy** has a final headline, allow them 5 minutes to write down three to four bullet points to help outline their story. Bullet points are not full sentences and will not turn into paragraphs, but instead more like information that will be included in the story in the form of a short phrase.

Each **Buddy** receives 2 minutes to share the headline again along with the bullet points, starting with **Buddy A**. **Buddy B** is allowed 2 minutes to give feedback (it's okay if they need extra time for either one of these things). They then switch, where **Buddy B** shares the headline and bullet points in 2 minutes, and **Buddy A** is allowed 2 minutes to give feedback.

Give each **Buddy** 5 minutes to revise the bullet points they have, and/or add at least two more bullet points.

The process of sharing and giving feedback is repeated in the same format as above.

Allow each pair to learn their partner's stories however they want but giving them ideas on how to do so may be helpful.

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Exercise 5: Tuesday, Week 3

25 minutes are allowed for the first half. **Buddy A** goes first and tells their story twice. **Buddy B** repeats the story twice back, incorporating the voice inflections, pauses, and body language. **Buddy A** gives “Yes, and…” feedback, and **Buddy B** repeats the story with the feedback included. This process continues until 25 minutes are up.

25 minutes are again allowed for the second half. **Buddy B** tells their story twice. **Buddy A** repeats the story back twice, incorporating the voice inflections, pauses, and body language. **Buddy B** gives “Yes, and…” feedback, and **Buddy A** repeats the story with the feedback included. This process continues until 25 minutes are up.

It might be wise to tell the **Buddies** to meet up outside of class to tell their stories, whether it’s during recess, lunch, at one of their houses, or even over Zoom. Of course, this is optional.

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Class Activity Questions: Monday, Week 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What did you think you were going to get out of this unit?**

**Did you think you would have fun with this unit? Why or Why not?**

**What did you want to get out of this unit? Did you get what you wanted?**

**Reflecting on the stories you told, do you feel like you understand yourself, your identity, and your partner(s)/classmates better?**

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Exercise 6: Monday, Week 4

Using your answers from the reflection activity and the exercises we've gone through these past three weeks, start crafting your story. This is essentially a reflection essay, but instead of it being a written/typed essay, it'll be a speech on the journey you've taken to get here.

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Reflection Questions: Friday, Week 4

**Do you feel like this story was harder since you didn't have a Buddy to help develop the story with you? Why or Why not?**

**Do you you feel like this was easier? Why or Why not?**

**If you don't have a preference, list the pros and cons of developing a story with and without a Buddy (i.e., it's easier to be vulnerable when it's just you, but it's harder to then say that story and be that vulnerable in front of the class).**

**If you pulled a mulligan, do you feel like you did better or worse than the first time you told the story? Why or Why not?**

Grading Rubric for the Speeches:

Project: \_\_\_\_\_ Speaker: \_\_\_\_\_

<u>Presentational Competencies</u>	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION			
Competency Two: THE STORY'S THEME IS APPROPRIATE FOR THE WEEK'S THEME			
Competency Three: HAS A FULLY DEVELOPED STORY			
Competency Four: TELLS A LOGICALLY ORGANIZED STORY			
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE			

