



Expressing Myself

Students will use creative expression in a poem, rap, or spoken word to express their personality, values, talents, skills, interests, and/or goals. This activity prepares students for later unit exploration of career choices while highlighting the role of school in preparing them for their life's mission and work.

Essential Question

How does my learning at school help me prepare to become the person I want to be?

Guiding Question

How can I express my unique qualities creatively?

Objectives

- Students will create a poem, rap, or spoken word to explore their own personality, values, talents, skills, interests and goals.

Advance Preparation

- Connect with student who has volunteered to give a 30- to 60-second lesson dedication to an important person in his/her life to offer any needed help.
- Review introductory material to prepare for presentation; select exemplary poems to use.
- Prepare multiple print copies of poem and rap examples for student use (or copy several examples on board or poster paper).

Materials/Resources

- PowerPoint slides 1.3 (adapt as needed)

Student Materials

- Poem, rap, and spoken word examples
- Paper, colored pens and markers

Vocabulary

No new vocabulary.

Do Now

3 min.

Students begin perusing the example poems and raps (in hard copy or on the board).

Examples can be drawn from the following sources:

<https://examples.yourdictionary.com/examples-of-i-am-poems.html>

<https://steemit.com/poetry/@pressemman/eagle-s-poem-i-am-an-eagle-a1454683dce57>

(You may also want to copy or print the poems from slides 8-10 so that students will have them available as exemplars when they write their own poems.)

Introduction (Framing/Overview)

5-7 min.

1. Slide 3: Introductory dedication by student volunteer (30-60 seconds).
2. Briefly review the importance of exploring our self-using slides 4-8 (review from Day 2).
3. Present the concept of Self-Portrait poem, rap, or spoken word, using examples students have perused during “Do Now” and those found on slides 9-11. Ask students to comment on ways the poems are similar to, and different from, one another. (Sharing several options from which to choose is useful, but you can use discretion regarding how many examples to share).
4. Show the video performances of “I Am Limitless” (Slide 12; or another one of your choosing) and invite students’ observations and reactions.
<https://www.youtube.com/watch?v=f5CLnmN2QcQ>
5. Give students the task of creating their own poem/rap/spoken word (slide 13). Encourage students to use printed examples as models if they find it helpful.

Activity 1:

22-25 min.

6. Students create their own poems, raps, or spoken word, having examples available to follow.

**Individual
creative
writing**

Activity 2:

8-10 min.

7. Slide 14: Student volunteers share their poems, raps, or spoken words with the class. (Depending on time and number of volunteers, this could potentially take place in subgroups).

**Student
presentations**

Closure

2 min.

8. Affirm student creativity and tell students you will post all student work on walls. Tell them (slide 15) that in the next day's lesson they will begin exploring possible careers that could fit their interests and personality.