

Anjelica's Awesome Identity Wheel: Exploring Our Unique Superpowers

Materials Needed:

- One large paper plate per person
- Ruler or straight edge
- Pencil and black marker
- Colored pencils, crayons, or markers
- Optional: Old magazines, scissors, and a glue stick for creating a collage
- A printed copy of a simple, blank "Wheel of Diversity" template for reference (with categories simplified for a 4th grader).

Lesson Plan Details

Subject: Social-Emotional Learning (SEL), Social Studies

Grade Level: 4th Grade (Adapted for Anjelica)

Time Allotment: 60-75 minutes

1. Learning Objectives

By the end of this lesson, Anjelica will be able to:

- Identify at least 6-8 different dimensions that make up her personal identity.
- Explain the difference between parts of our identity we are born with and parts that come from our experiences and choices.
- Create a unique and personal "Identity Wheel" that visually represents the different parts of who she is.
- Articulate how our unique combinations of identities make each person special.

2. Alignment with Standards and Curriculum

This lesson aligns with core Social-Emotional Learning (SEL) competencies, specifically:

- **Self-Awareness:** Identifying one's own culture, personal assets, and what makes one unique.
- **Social Awareness:** Recognizing and appreciating diversity in others; showing empathy and understanding.

3. Instructional Strategies and Lesson Activities

Part 1: The Warm-Up - The Amazing Crayon Box (10 minutes)

1. **Engage with an Analogy:** Ask Anjelica, "Imagine you have a giant box of crayons, but every single crayon is the color red. What would your pictures look like? Would they be very interesting?" Discuss how having many different colors—blue, green, yellow, purple—makes art more beautiful and exciting.
2. **Connect to People:** Explain that people are just like that crayon box! The world is more interesting, beautiful, and strong because it's filled with all different kinds of people. Our differences are like all the amazing colors in the box.

Part 2: Introducing the Identity Wheel (10 minutes)

1. **From Pizza to People:** Say, "Let's think about a pizza. Is a pizza just one thing? No! It's made of crust, sauce, cheese, and toppings. All those parts together make it a delicious pizza. We are like that, too. We are made of many different parts that create the whole, wonderful 'us'."
2. **Introduce the Wheel:** Show the simplified, blank Wheel of Diversity template. Explain, "This is an 'Identity Wheel.' It helps us see all the different 'slices' that make us who we are. Some of these are on the inside—part of us from the start. Others are on the outside—things about our life and the world around us."
3. **Define the Dimensions (in kid-friendly terms):**
 - **Center Circle:** Personality! (Are you funny, quiet, adventurous, creative?)
 - **Inner Ring (Things we can't change):** Age, Race or Ethnic Background, Physical Abilities/Qualities.
 - **Outer Ring (Things from our life experiences):** Where you live (Geographic Location), Hobbies/Interests, Family Structure (who is in your family), Your Beliefs, Your Education/Schooling.

Part 3: Main Activity - Create "Anjelica's Wheel of Me" (30-40 minutes)

1. **Set Up Your Wheel:** Give Anjelica the paper plate. Help her use a ruler to divide it into 8 sections (like a pizza). In the very center, ask her to write her name.
2. **Label the Sections:** Guide her in labeling each of the 8 "slices" with a different dimension of identity. Use the simplified terms from Part 2 (e.g., "My Age," "My Hobbies," "My Family," "Where I Live," etc.).
3. **Bring it to Life!:** This is the creative part! For each section, Anjelica's task is to fill it in not just with words, but with drawings, symbols, or even cut-out pictures from magazines that represent *her*.
 - *Example for "Hobbies":* She could draw a book, a soccer ball, and a video game controller.
 - *Example for "Where I Live":* She could draw her house or a landmark from her town.
 - *Example for "Family Structure":* She could draw stick figures of the people in her immediate family.
4. **Encourage Creativity:** Remind her there is no right or wrong way to decorate her wheel. It should be a colorful and unique reflection of her! Play some music to make the atmosphere fun and creative.

Part 4: Sharing, Reflection, and Closure (10-15 minutes)

1. **The "Wheel of Me" Showcase:** Ask Anjelica to present her finished wheel. Have her explain 3-4 of the sections and why she chose those drawings or symbols.
2. **Discussion Questions (Formative Assessment):**
 - "Which part of your wheel makes you feel the most proud? Why?"
 - "Which slice was the most fun to create?"
 - "If you made a wheel for a character from your favorite book, what would be the same as your wheel? What would be different?"
 - "Looking at your whole wheel, what does it tell you about what makes you uniquely you?"
3. **Closing Thought:** Conclude by saying, "Every single person has a wheel that is completely different, and that is what makes meeting and learning from others so special. Your wheel is your unique combination of superpowers!"

4. Differentiation and Inclusivity

- **Support:** Provide pre-labeled sections on the paper plate if needed. Offer specific ideas for drawings if she feels stuck.
- **Extension (for an extra challenge):**

- **The Comparison Wheel:** Have Anjelica interview a family member and create an Identity Wheel for them. They can then compare the two wheels and discuss the similarities and differences.
- **Fictional Character Wheel:** As mentioned in the discussion, have her create a detailed wheel for a character from a book, movie, or historical event. This encourages applying the concept to a new context.

5. Assessment Methods

- **Formative (During the lesson):** Observing Anjelica's participation in the opening discussion and her ability to answer the reflection questions about her completed wheel.
- **Summative (End of lesson):** The completed "Wheel of Me" project itself serves as the primary assessment. The quality is judged not on artistic skill, but on the thoughtful and creative representation of the different identity dimensions and her ability to articulate her choices.