







## Facilitation Guide: Module 1\_Lesson 5



MODULE SECTION	STANDARDS ADDRESSED	ALIGNED ASSESSMENT
<b>Identity and Storytelling</b>	Identify and describe their identity, including a variety of different identity markers; Distinguish between the lived experience of their identity and the historical and cultural influences that shape their identity	Action Plans for Inclusivity
ESSENTIAL QUESTION	LESSON OBJECTIVES: Students will be able to...	USABLES & OUTPUTS
Why should I tell my story?	Analyze how storytelling supports the expression of identity.	<a href="#">Student Materials</a> <a href="#">Life Timeline</a>

LOGISTICS & PREPARATION	
<b>The Student Experience</b>	Students learn about the power and importance of storytelling by watching social justice educator Cierra Kaler-Jones share her experience with storytelling. Then, students practice supportive listening as they hear the facilitator tell their story using their Life Timeline. They discuss the connection between storytelling and identity to underscore how important storytelling is to owning the narratives about their lives. Finally, students spend time drafting their own Life Timelines.
<b>Facilitator Preparation</b>	Prepare your life timeline. See <a href="#">example</a> at the bottom of the page. Print/Share copies of <a href="#">blank Life Timeline</a> for students on cardstock Confirm discussion questions for Cierra Kaler-Jones video and reflection on your Life Timeline. Review the Gauging our Progress boxes to understand key take-aways.
<b>Implementation Considerations</b>	Print Life Timelines on cardstock if in person.

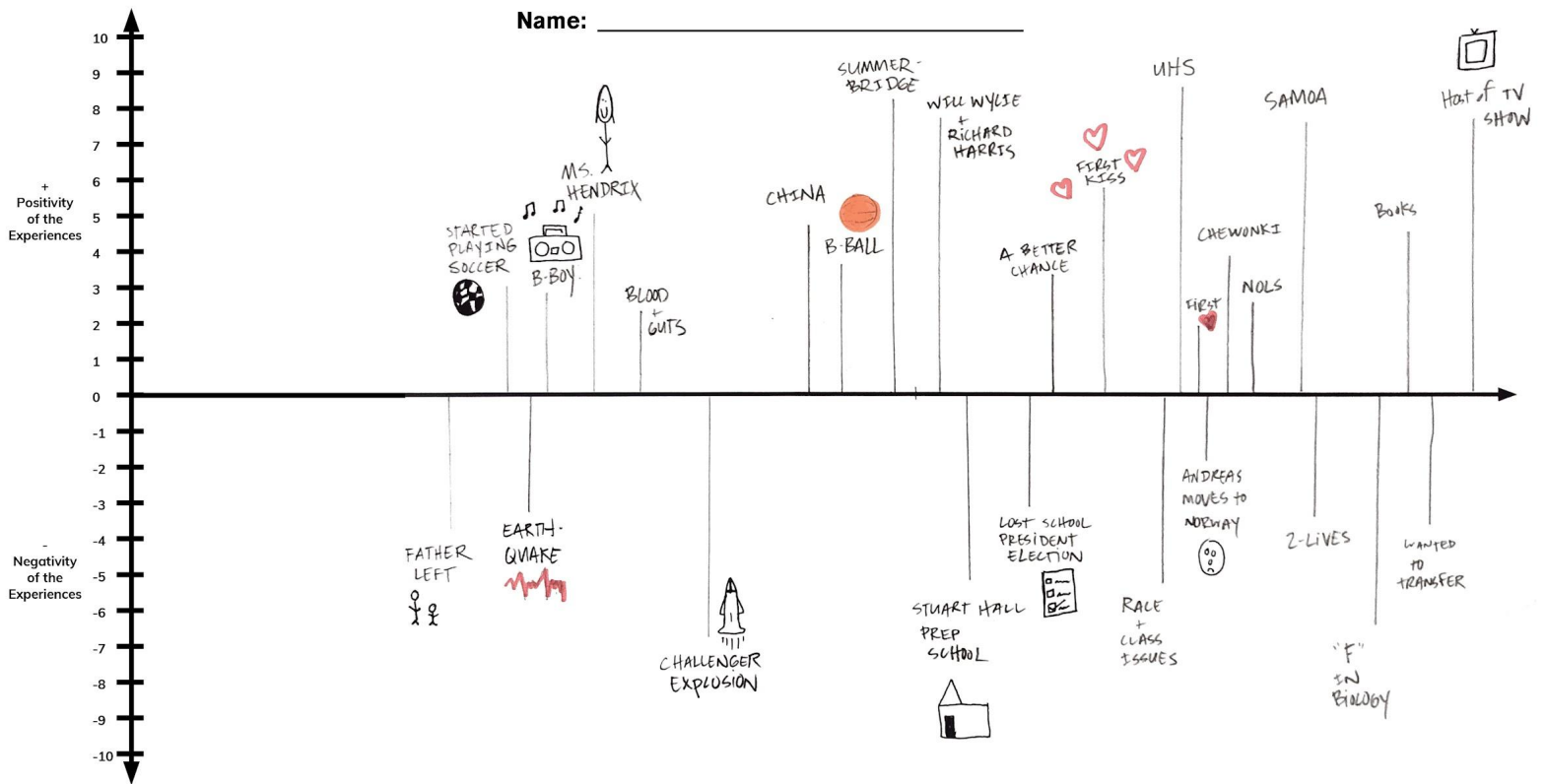
INSTRUCTOR-FACILITATED AGENDA & TIMING			
Lesson Component		Content	Time: 57 min
	<b>Connect</b>	Looking Back, Looking Forward	6 min
	<b>Cultivate Exp. 1</b>	How is storytelling powerful?	14 min
	<b>Cultivate Exp. 2</b>	What is the relationship between storytelling and identity?	14 min
	<b>Dem. of Learning</b>	Life Timeline: What is my story?	20 min
	<b>Celebrate</b>	Shout Outs	3 min

## Facilitator Notes: Module 1\_Lesson 5

LESSON COMPONENT	TIME	NOTES
 <p><b>CONNECT</b> <a href="#">Looking Back,</a> <a href="#">Looking Forward</a></p>	6 min	<input type="checkbox"/> [2 min] <b>DIRECT</b> students to write responses to key framing questions: <ul style="list-style-type: none"> <li>✓ What unseen part of someone’s identity did you learn about in the previous lesson?</li> <li>✓ What part of your unseen identity do you wish were acknowledged more?</li> </ul> <input type="checkbox"/> [4 min] <b>ENGAGE</b> with students in conversations and connection. <p> <i>If time allows, and it feels appropriate for where you and your students are at, consider adding this Mindfulness Practice: <a href="#">Mod. Centering Script B</a></i></p>
<p><b>Frame the Lesson Rationale</b></p>	1 min	<input type="checkbox"/> <b>SAY:</b> <i>We have started to understand the importance of sharing, especially of sharing the unseen parts of our identities, with others. Today we lean into the vulnerability of sharing by beginning to answer the questions ‘What is my story?’ ‘What are the unseen parts of my identity that are important for me to share?’ These are not easy questions, but ones we all must answer to build connection with others.</i> <p><i>Storytelling is a key part of the human search for meaning. It is an avenue for us to share the unseen parts of our identity with others. Oprah Winfrey reminded us when she became the first Black woman to accept the Cecil B. DeMille Award at the 2018 Golden Globes that “Speaking your truth is the most powerful tool that we all have.” We’ll start today by reflecting on this idea of speaking our truths by listening to social justice educator, Cierra Kaler-Jones, speak on the power of storytelling.</i></p>
 <p><b>CULTIVATE</b> Experience 1</p> <p><i>How is storytelling powerful?</i></p>	13 min	<input type="checkbox"/> [13 min.] <b>SHARE</b> <a href="#">Cierra Kaler-Jones TedTalk on Storytelling (0.13 to 5:10)</a> and <b>DISCUSS</b> the power of storytelling under <b>Experience 1: How is storytelling powerful?</b> in their student materials. <ul style="list-style-type: none"> <li><input type="checkbox"/> A <b>discussion notes</b> box has been provided in the student materials.</li> <li><input type="checkbox"/> Suggested discussion questions: <b>(See exemplar answers in the gray box below.)</b> <ul style="list-style-type: none"> <li>✓ What power did storytelling have for Ms. Kaler-Jones?</li> <li>✓ How have you seen storytelling used in your culture as “a means of cultural preservation, education, and entertainment”?</li> <li>✓ What does Kaler-Jones mean when she says: “We live in stories.”?</li> </ul> </li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Gauging Our Progress</b></p> <p>Storytelling is how we help others experience our lives. For some groups, that means being able to own their story and not just listen to the story being told by those in power. On a personal level, storytelling is how we get to know others and how they get to know us. The stories we tell allow others to see a version of who we are.</p> </div>
 <p><b>CULTIVATE</b> Experience 2</p> <p><i>What is the relationship between storytelling and identity?</i></p>	14 min	<input type="checkbox"/> [2 min.] <b>SAY:</b> <i>Stories are very powerful. They help us share the unseen parts of our identity with others. We are going to explore and own our life stories because our narrative shapes how we see ourselves and what we see as our future. We’ll start with an example: my own. I’ll be telling my story using a life timeline. While you’re listening, you will have the opportunity to demonstrate your support listening skills: Listening so I feel seen and heard. This experience requires both vulnerability and empathy - you’ll learn a lot about me and help create a space that is judgment free.</i>  <input type="checkbox"/> [6 min.] <b>SHARE</b> your Life Timeline, allowing students to ask you questions afterward. <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Note: Prepare ahead of time. See <a href="#">here</a> for example.</b></li> <li><input type="checkbox"/> Direct students to use <a href="#">Supportive Listening</a> as you share.</li> </ul>

		<input type="checkbox"/> [6 min.] <b>REFLECT</b> with students on the experience of sharing your story under <i>Experience 2: What is the relationship between storytelling and identity?</i> In their student materials. <ul style="list-style-type: none"> <li><input type="checkbox"/> A <b>discussion notes</b> box has been provided in the student materials.</li> <li><input type="checkbox"/> Suggested discussion questions: <b>(See exemplar answers in the gray box below.)</b> <ul style="list-style-type: none"> <li>✓ What is the relationship between storytelling and identity?</li> <li>✓ How does the Life Timeline help the speaker share their identity?</li> <li>✓ Why is supportive listening important while the speaker shares?</li> <li>✓ How does the combination of supportive listening and storytelling build connection?</li> </ul> </li> </ul> <div style="background-color: #333; color: white; padding: 10px; text-align: center;"> <p><b>Gauging Our Progress</b></p> <p>Storytelling allows the speaker to shape the identity they share with others. It also allows the listener to experience the identity of the speaker - both seen and unseen - and to experience the person they are in order to connect with them.</p> </div>
 <p><b>DEMONSTRATION OF LEARNING</b></p> <p><i>What is my story?</i></p>	20 min	<input type="checkbox"/> [20 min.] <b>DIRECT</b> students to complete their <b>Demonstration of Learning: The Life Timeline</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remind them to gently push themselves out of their comfort zone and add several events, knowing they will be able to decide later what to share out.</li> </ul> <div style="background-color: #007bff; color: white; padding: 10px;"> <p><b>STUDENT DIRECTIONS</b></p> <p>Use the provided graphic to create your Life Timeline. Think back over the most important and memorable things that happened to you from birth through present day. Record about 20 memories on the timeline by drawing and labeling vertical lines. For each event, draw a line above or below the x-axis to indicate its positivity or negativity. The further from the x-axis, the more powerful the impact.</p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>○ Embellish each experience with doodles and drawings.</li> <li>○ Be creative and expansive: Include people who supported you, personality traits you developed, identity dimensions (like race, gender, family size, etc.) that were important at different times in your life, values that you cherish, strengths you have, and interests you have.</li> <li>○ Add in national or family events and books, music, or other media that had an impact on you.</li> <li>○ You ultimately decide what to share with your small group, so add a bunch of things to your timeline and later you can determine what gets shared.</li> </ul> </div>
 <p><b>CELEBRATE Shout Outs</b></p>	3 min	<input type="checkbox"/> [30 secs.] <b>SAY:</b> <i>I am proud of the way you leaned into your storytelling. Let's celebrate each other for the work we have done today.</i>  <input type="checkbox"/> [2 mins.] <b>INVITE</b> students to Shout Out other students for their contributions in class.

## Example Life Timeline



## Example Storytelling

So what's my story... I'll walk you through my life timeline from birth through the end of high school. I won't cover everything labeled on the timeline, just a couple of key highlights. I want to name that what I am about to share requires vulnerability - emotional risk because I don't want to appear strange or like I don't belong. But, I trust you as a group and although it can be hard to be vulnerable, I recognize that as a result of this we will be closer as a group, and I will be more confident in my story of who I am as a person.

The first thing I want to point out is my dad left when I was three, which was hard to process over the years. I started playing soccer at an early age, which kept me out of trouble, and connected me to very influential coaches who offered critical guidance and support. I started breakdancing when I was 6 with my best friend. With the money we made performing, we bought candy and ice cream and all of the other stuff that 6 year olds like. My first grade teacher was Ms. Hendrix and she was the first teacher I had that really believed in me and pushed me to be great. She showed me that amazing things can happen when you encourage and push people. I remember in 4th grade my mom pulling me away from my friends one day after school when we were playing football in the street. She said we were going to a special class which I obviously didn't want to attend. The class was called "blood and guts" and it was a fun science class where we dissected squids and cow's eyes. It was my first fun introduction to science, and I fell in love with it (and ultimately majored in biology in college). My soccer team played in China when I was in 5th grade which was my first time traveling abroad and introduced me to new cultures. I started playing basketball in middle school, and at this point sports became a very integral and positive part of my life. I had two black male teachers, Will Wylie and Richard Harris, who had a huge impact on my growth and development as a young man and helped put me on the right track. They were timely and inspirational role models. For middle school I attended a predominantly white wealthy private boys school which was a challenging experience for me as a middle class person of color. This was the first time in my life I had to really process issues related to race and class. It was at this new school that I ran for and lost the election for 8th grade class president. This was tough to handle and represented the first big failure in my life. I fell in love for the first time my sophomore year of high school. High school was a tough time for me as I felt like I was living two lives, one with my friends in my neighborhood and the other at my highly selective high school...