

The background of the image is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. They are shown in various dynamic poses, such as walking, dancing, or standing with arms raised. Their clothing is diverse, including casual wear like t-shirts, jeans, and hoodies, as well as more formal or festive attire like a yellow dress and a red sequined dress. The overall composition is vibrant and celebratory, representing a wide range of human identity.

Identity in the T2s

The image features a central light blue speech bubble containing text. Surrounding the bubble are numerous colorful, stylized illustrations of diverse people in various poses and outfits, representing a wide range of identities and cultures. The people are depicted in a flat, modern art style with vibrant colors like red, orange, yellow, blue, and brown. Some are standing, some are dancing, and some are in dynamic, expressive poses. The background is plain white, making the colorful figures and the central text stand out.

Identity

Students will express pride, confidence, and healthy self esteem without denying the value and dignity of other people.



"Those who have a strong sense of love and belonging have the courage to be imperfect."

- Brene Brown.



SELF - Beginning of the year



Who am I?

*Students will be able to identify themselves in pictures



What do I like?

*Students will be able to name a few things that they like



What am I good at?

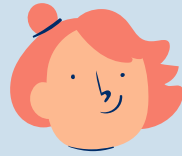
*Teachers will help students recognize their strengths

Family - Beginning of the year



Who is in my family?

Students will be able to name primary family members while looking at a picture



Who do I live with?

Students will be able to name the individuals who live in their house



What does my house look like?

Students will be able to describe what their house is like through art and play.

Community- Beginning of the year



EXAMPLE: We all have hair

What do we have in common?

Teachers will help students brainstorm ideas on what we all have in common



EXAMPLE: Soren is great at opening water bottles. If a friend needs help with theirs, we ask Soren to help.

How can I help others?

Teachers will help students identify their strengths. Students will use their strengths to help build community in the classroom

Questions they will be able to answer by the end of the year

- What are my differences?
- Where do I come from?
- What makes me feel worried?
- What can I do when I feel mad, sad, happy, etc.?
- How can I be a kind friend?





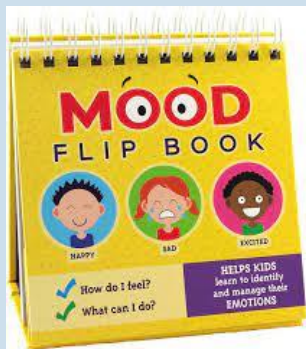
Classroom Environment

- *Designated family picture area where picture are at eye level
- * Safe space (privacy cube) where students have access to various sensory materials to support SE learning.
 - * Art eye level for children
- *Encourage more family involvement by having families come in to the classroom. (Surprise guest reader)
- *Involve families in art projects once a month





Materials



Available on
Amazon

Figurines to support SE
learning



Support needed from admin and other staff


I think I just need feedback from others to know if I need to be doing more or less



How I can offer support

I have spent a lot of my personal professional development learning about the importance of social and emotional learning. I feel like I can offer support to others who have questions or even want to deepen their knowledge on SE learning.



A vibrant, flat-style illustration of a diverse group of people in various poses and outfits, surrounding a central light blue speech bubble. The people are depicted in various colors and styles, representing a multicultural and inclusive group. The central text is in a bold, dark blue font.

It is still a work in progress... I will continue to add on as the year goes on.