

# “I Am” Poem

This lesson about Courage focuses on the courage to be our unique selves. Students will write “I Am” poems to highlight the things they think, feel, believe, wish, and dream. This is a great way to get kids to contemplate and celebrate the unique things about them while recognizing the courage it takes to be themselves.

**Kindness Sub-Concept(s)**

Vulnerability, Humility

**Lesson Timeframe**

30-40 minutes

**Required Materials** “I Am” poem template**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

**Lesson Objective**

Students will:

- Examine what it means to have courage about being yourself.
- Identify unique personal qualities through writing an “I Am” poem.

**Teacher Connection/Self-Care**

Courage starts with kindness. You cannot pour from an empty glass. This week, focus on your internal dialogue. Say something nice to yourself in the mirror at the beginning and end of each day. It takes courage to be kind.

**Tips for Diverse Learners**

- For ESL students, the verbs are all simple and present tense, so ensure students are finishing the sentence with this in mind.
- Poetry is powerful when spoken; if you have access to the technology, students may enjoy recording their poems and hearing them spoken.

**Share**

5-7 minutes

*Today we are going to talk about courage. Most of us probably think about courage in terms of being brave in scary situations. And that can be what courage looks like. Courage can look like other things too, though. What are some other definitions of courage?*

Invite student response. Examples could include standing up for something you believe in, trying again after you fail, making new friends, going to a new school, or trying new things.

The Random Acts of Kindness Foundation’s definition of **courage** is *being brave when facing new or difficult circumstances*. Let’s take a look at what that means for us personally.



## Inspire

5-7 minutes

*Courage can also look and feel like simply being yourself; letting yourself feel sad when you are sad or happy when you are happy. Courage can be wearing the shirt you love even if you don't think others will like it, or getting a new and funky hair cut, or trying out for the play even though all your friends are doing music and sports.*

***Courage is knowing who you are and loving that.***

*Today we are going to investigate a bit about ourselves through writing. We are going to write I Am poems. Here is how an I Am poem works: An I Am poem has three stanzas or short paragraphs. The first two stanzas are five sentences long and the third stanza is six sentences. The first line of each stanza is the same, and the whole poem ends on that same first line.*

*Each line begins with "I" followed by a verb: I am, I hear, I see, I want, etc. You will each get a template to fill out, so don't worry: you won't have to remember all of this!*

*Let me read you a few examples:*

*Read some examples here:*

<http://www.washington.edu/diversity/sea/seapoems/>

*Be prepared with a personal example of a completed poem here. You can project it onto your smartboard or pass it out for students to reference.*



## Empower

10-15 minutes

*Okay, now you are going to write your own "I Am" poem. Think about all the things that make you unique and special. Think about what is courageous about you: what makes you feel strong and brave, or sad and happy. There is a line for everything cool about you.*

*Handout the "I Am" poem template and let students work on their poem.*



## Reflect

5 minutes

If desired, ask for volunteers to share all or some portion of their poem. You can also read some aloud and allow the class to guess who wrote it.

If these are too personal to share or display, ensure they make it into their final portfolios or other take-home work. It might be a nice piece to spark discussion at home.

Remind students that it takes courage to know yourself and to appreciate everything that makes you special and unique. There is no one exactly like you and there will never be another person exactly like you. This unit we will focus on how to be courageously kind to ourselves and to others.



## Extension Ideas

- Students can bring their poems home to share with parents or guardians; they can also bring a blank template home for a parent/guardian to complete.
- Have students put a finger or thumbprint somewhere on the poem; as a science extension, study fingerprints and their unique properties. Hypothesize how no two fingerprints are the same and study how fingerprints are used for identification, technology, security, etc.



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AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
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LEARNING.

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Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

## “I am” Poem

I am \_\_\_\_\_

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I see \_\_\_\_\_

I want \_\_\_\_\_

I am \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I love \_\_\_\_\_

I am \_\_\_\_\_

I understand \_\_\_\_\_

I say \_\_\_\_\_

I dream \_\_\_\_\_

I try \_\_\_\_\_

I hope \_\_\_\_\_

I am \_\_\_\_\_