

ACTIVITY: Phyllis Webstad Introduction to Course

Activity: Who Are You?

Grade Level: K-3

Overview

This activity invites students to explore who they are by thinking about where they and/or their family are from. Building on Phyllis' example, students reflect on place as part of identity. They'll create personal cards and contribute to a collaborative world map display. Each student will place a pin on a map to show where they and/or their family are from and connect it with a string to their cards, which are displayed around the map. This activity encourages reflection, connection, and classroom community building through story, geography, and visual expression.

Please note: For some students, discussions of family background or origins may surface difficult memories, gaps in knowledge, or past trauma. Be mindful of each student's comfort level. It's okay to offer flexible participation options, such as:

- Choosing a place they feel connected to rather than where their family is from
- Focusing on their current home or favourite place instead of family history
- **Remind students that their stories are their own to share, and everyone's comfort and safety are important.**

Materials

- Large printed or map of the world (PDF supplied: "01_World map 5' x 2.5'.pdf " *Use Acrobat Reader's poster function to automatically section out the map and print it across multiple pages.*)
- Student card templates (downloadable templates provided)
- Push pins, dot stickers, or paper flags
- String or yarn and tape or clips
- Wall space to mount map and display cards

Duration (including prep)

Approximately 90 minutes. If necessary you can split the activity into shorter periods:

- Day 1 (40-45 minutes): Introduction and student card creation.
- Day 2 (30-40 minutes): Placing pins and the final share and reflection

Lesson Steps

1. Print and assemble the map (20-30 minutes)

- a. Open the PDF and print all the pages using "Actual Size" (100%). Do not scale to fit the page, as this may misalign the tiles.
- b. The map is designed to print on standard letter-size (8.5x11") paper and will come out in a grid of separate pages.
- c. Trim the margins of each page to help the map sections line up neatly.

- d. Lay out all the pages on a flat surface first to check the alignment.
- e. Tape the pages together on the back side, row by row, and then join the rows.
- f. Mount the complete map on a wall, bulletin board, or large piece of backing paper or cardboard.

2. Introduction (10 minutes)

- a. Explain to students that they're going to explore where we're from, just as Phyllis explained where she was from.
- b. Talk about how place can be an important part of identity. Maybe compare different types of places they have been to and how the plants and animals differ, and why.
- c. Let students know they'll create a special card to tell something about themselves, and then place a pin on a map to show where they or their family are from.

3. Fill out the card template (20-30 minutes)

- a. Give each student a card template. Ask them to include their name and where they and their family are from (see note for other options).
- b. They can draw something meaningful to them, such as a symbol, food, animal, or tradition.
- c. Complete the sentence 'My name is _____, and I'm proud of _____. Something you might not know about me is _____.'
- d. Place student cards around the map.

4. Place pins on the map (15 minutes)

- a. Have each student mark the place they are from with a pin, flag, or sticker.
- b. Use string or yarn to connect the pin to the appropriate student card.

5. Share and reflect (15 minutes)

- a. Invite students to view the map and read each other's cards. Have a class discussion to reflect on what they learned.
 - i. What did you notice about your classroom community?
 - ii. Did you find anything surprising?
 - iii. What did you learn about yourself, family, or community from this process?



**Circle of
Learning**

My name is _____

My family is from _____

I'm proud of _____

Something you might not know about me is

PLACE DRAWING HERE

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My family is from _____

I'm proud of _____

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