




GLAM SQUAD Youth Enrichment Self-Identity Unit – 45 min. Lessons



Date	Duration: 45 min.
Lesson 3 - GLAMs will learn about their inner GLAM – Part II.	
Objective/Culminating Activity: GLAMs will develop a GLAM Self-Portrait.	
Materials: <ol style="list-style-type: none"> 1) GLAM Tiara Check-In Chart 2) GLAM Code Rules and GLAM Affirmation Posted 3) Independent Art Activity: My GLAM SQUAD Self-Portrait 4) GLAM Notebooks 5) GLAM Pencils 6) GLAM Folder 7) PowerPoint Slides 	
GLAM Tiara Check-in: (3 min.) <ol style="list-style-type: none"> (5) GLAM (4) Great (3) Good (2) Getting Better (1) Glum <ol style="list-style-type: none"> 1) Mentor will display a GLAM Tiara Check-In Chart. 2) Each GLAM will look at the Tiara Check-In Chart and state, on a scale of 1 (GLUM) to 5 (GLAM), how they are feeling today. 3) If GLAMs share a number that is “2” or below, Mentor is suggested to ask a follow-up question and ask why they are feeling this way. 	
GLAM SQUAD Affirmation: (2 min.) <p><i>“I AM A GLAM Star! I will sparkle with ideas. I will help others Shine.”</i></p>	
Motivational Message/Roundtable Discussion – (10 min) Think-Write-Pair-Share Activity <ol style="list-style-type: none"> 1) Mentor will say, “There is a phrase that says, ‘a picture is worth a thousand words’.” 2) Mentor asks, “What do you think that phrase means to you?” 3) Encourage GLAMs to share their responses with their own examples with explanations (popcorn share allowing the first two or three GLAMs to share their own responses). 	





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- 4) Mentor shares, “One single image can tell a story as effective as a large amount of descriptive text. I want us to look at this image and we are going to conduct a “Think-Write-Pair-Share activity.”
- 5) Mentor shares the photo of student’s self-portrait describing themselves both inside and out.
- 6) Mentor will allow GLAMs to complete the following:
 - a) one minute for GLAMs to write down their thoughts on the image
 - b) one minute each to “turn and talk” to their GLAMmate (i.e., Classmate) to the left of them and share their thoughts.
 - c) four minutes to share with the entire GLAM SQUAD.
- 7) Mentor will share her thoughts with the GLAM SQUAD.

Independent Activity: I AM ME (GLAM Self-Portrait) (25 minutes)

- 1) Mentor shares, “The G.L.A.M. SQUAD program vision is to have our GLAMs to be confident, creative, and compassionate leaders of tomorrow.”
- 2) Mentor asks, “What other creative ways can you express yourself using positive affirmations, words, and quotes?”
- 3) Mentor will provide GLAMs then resources, and materials (i.e., portrait template, GLAM compact mirror, etc.) to complete the collage. GLAMs will use half the template to draw a facial self-portrait and draw their inner interests on the other half of the template.
- 4) Allow GLAMs twenty-five (25 min) to complete “I AM ME” Self-Portrait.
- 5) Mentor will circulate to assist and support when needed.
- 6) Mentor will share a facial silhouette collage that may be used as an example.

Final Share Out – (5 min.) Exit Ticket - GLAM SQUAD Lesson Survey

Mentor will facilitate the following with the GLAMs as they are seated with their laptop computers.

- 1) Mentor shares, “It is important that your voices are heard and that your opinion matters. At the end of each lesson, you will have an opportunity to complete a Google Form and give your feedback on the lesson (i.e., likes, dislikes, and your suggestions on how to make the lesson better).”
- 2) Mentor will assist GLAMs to log on to the following link and will provide GLAMs 5 minutes to complete the Exit Ticket survey on today’s lesson:

https://docs.google.com/forms/d/e/1FAIpQLSfCEkblLrmpvACG-JdW9gzefi09jUvHT_EyUxytekHwDSjtfA/viewform?usp=pp_url

Mentor will share pictures and feedback with Program Director, Yvette Padilla, using the GLAM SQUAD Google Classroom School Community platform.