



## LESSON 4.4 My Personal Logo

### Module #4: Who Am I?

It is important for ninth grade students to develop an understanding of themselves, what they believe in, and how they relate with everyone else in the school building. Understanding oneself is an important bridge to understanding others. Being able to answer the question, "Who Am I?" makes appreciating others' similarities and differences easier to accept.

### Enduring Understandings

- I. Truly knowing oneself means knowing one's values, culture, communication style, beliefs, and mission and how they influence everyday life and relationships.
- II. **Identity is not just defined by how a person looks; rather identity is a complex web that includes values, behaviors, traditions, and beliefs.**

### Essential Questions

- I. What is my communication style and why is it important that I know it? (I)
- II. **How do I define my identity? (II)**
- III. What beliefs and values define my personal mission in life? (II)

### Lesson Objective(s)

Students will be challenged to define themselves by their interests, hobbies, and personality through a visual representation to share and explain.

Lesson 4.2

Lesson 4.3

**Lesson 4.4**

Lesson 4.5

Lesson 4.6

### Directions:

1. Prior to conducting the lesson, gather some logo examples to share with your freshmen. Look for logos that ninth graders will recognize (the Apple computer apple, the Nike swoosh, the McDonald's golden arches "M", the Post Office eagle).
2. When students arrive, explain that a logo is a distinctive trademark or symbol that many companies use, and share the examples that you gathered. Have a brief discussion about each example: (1) What does the logo "say" about the company? (2) How does the company get its message out through the logo? (3) Why is the logo so recognizable?
3. Tell students that their task today is to create a logo for themselves. Give a blank name tag to each student. Instruct students to write their names on their nametags, but to make it small so that it doesn't take up the whole space.
4. Instruct the students to use the rest of the space on their nametags to draw their own personal logos to express their personalities, hobbies, interests, or anything they want others to know about them.
5. Ask students to share their logos with each other in small groups, and then let the larger group see all the logos.

### Helpful Hint:

Have the student mentors share their logos with the students before asking the smaller groups to talk about their own.

### Materials & Supplies

- Sample logos
- Blank nametags
- Markers

FOCUS  
POINT

It's time for ninth graders to begin the process of thinking about and defining who they are as individuals. This activity is designed to begin this type of thinking as a gateway to deeper exploration into one's self.

- Create a "class logo." Taking ideas from each individual student's logo, work as a group to develop one logo that represents the entire class.

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