

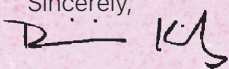
Dear Educator,

These activities are a supplement to the **let's get real.** complete teaching kit for grades 6–12. You can use these bonus activities with the teaching kit or on their own to encourage students to express who they are and to promote self-confidence so that students make choices that reflect their authentic selves.

This collaboration from *got milk?* and the curriculum specialists at Young Minds Inspired features easy-to-use activities that support language arts, social-emotional learning, and creativity. The activities reinforce the concept that we're all unique and empower students to celebrate who they are and be true to themselves.

Please share this program with other teachers in grades 6–12. Although the materials are protected by copyright, you may make as many copies as needed for educational purposes. And please visit ymiclassroom.com/feedback-getreal to let us know your thoughts on this program. We look forward to receiving your comments.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired

let's get real.

Target Audience

Grades 6–12

Bonus Digital Program Components

Available at ymiclassroom.com/getreal:

- This teacher's guide
- Three reproducible student activities
- The original teaching kit with three activities
- A digital create-your-own-magazine-cover activity
- A standards alignment chart
- An online feedback form

Program Objectives

- Raise student awareness about what it means to be real and authentic
- Empower students to be their authentic selves
- Support SEL, language arts, and creative expression skills

How to Use the Program

Make photocopies of the activity sheets for your students. Also, review the *get real. got milk?* video at gotmilk.com/campaign/get-real-got-milk and the activities from the original teaching kit. Students will need pens, pencils, and colored pencils to complete the activities. As an extension, have students compile their completed activity sheets into a personal magazine paired with the digital create-your-own-magazine-cover activity available at ymiclassroom.com/getreal.

Activity 1: It's Me in the Mirror

Begin this activity with a class discussion. Ask students: *Are all the pictures we look at on social media real? Why do some people modify their images? Why do they "curate" their social media aesthetic or look?*

Next, introduce the idea that one's image can sometimes be different from one's true self — in other words, what we "see" or observe on the outside may not always reflect what's inside. Ask students: *Why might people not always represent who they really are? What might make them hesitant to be their authentic selves?* Answers might include shyness, fear of being laughed at, or not really knowing how.

Distribute the activity sheet and review the instructions for Part 1. In one mirror, students list positive traits they believe that others see or observe in them. In the other mirror, they list things about themselves that people may not observe or know that make them unique. Suggest students consider their interests, skills, connections, personality, etc. Explain that this activity is meant to focus on the positive and to help them think about their authentic selves.

For Part 2, have students work in teams to discuss whether they think others see them authentically.

Remind students that they should support each other, and it is ok if anyone is hesitant to share. The groups should then brainstorm ways students, in general, can better reflect their authentic selves to the world.

Activity 2: Listen Up!

Begin by sharing the name of your favorite song. Next, ask students to share the name of their favorite song and why they like it with a neighbor. Invite pairs to share their answers. Ask: *What do you think our favorite songs say about us?*

Next, explain that students will create a playlist of songs that give others a glimpse into their true selves. Set content guidelines that make sense for the class duration and level; perhaps require five songs on the list. In addition, allow students to create a cover image for their playlist, either digitally or by hand. Display the playlists on a wall. If possible, play the students' number one songs.

Activity 3: Get Real: Let Me Introduce Myself

Ask students to name a product commercial they know and love. Collect ideas on the board and ask: *Why do you remember these ads? What do you share about the products they promote?* If time allows, show a couple of short advertisements found on YouTube to drive the discussion.

Next, explain that an ad's job is to sell you on a product — even if that product doesn't live up to expectations. Facilitate a short discussion. Ask: *How could ads be more realistic?* (Refer to the *get real. got milk?* video at gotmilk.com/campaign/get-real-got-milk for a fun take.)

Finally, distribute the activity sheet and review it with the class. Students will create an authentic video, audio, or live presentation advertisement about themselves. Their completed ad should be about 30 seconds long, and explain what makes them unique and special, as well as what it means to have them as a friend. Students can use the graphic organizer to help plan their ads. Have students share their completed ads when they are done to celebrate their authenticity.

There's More Online

Visit ymiclassroom.com/getreal for additional activities and the digital create-your-own-magazine-cover activity!

Resources

gotmilk.com
ymiclassroom.com/getreal

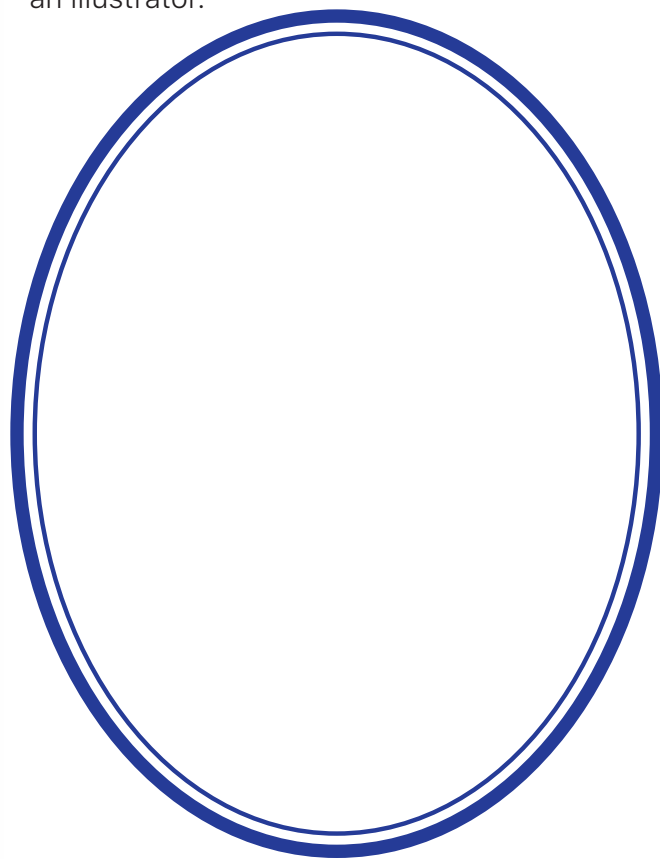
It's Me in the Mirror



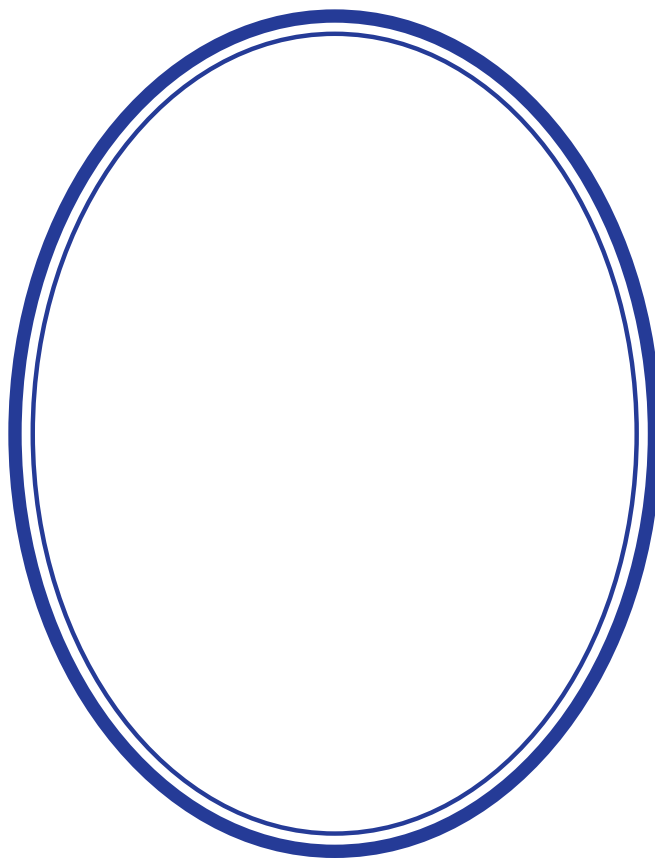
Part 1

It's time to reflect: What do you see when you look in the mirror? What do you think others see when they look at you? In the mirror on the left, list positive attributes of yourself that others "see" or that are obvious to others. In the mirror on the right, list personal traits that may not be outwardly obvious to others, but that you believe make you unique, authentic, and who you are. Think about your interests, friendships, social qualities, talents, and skills — anything that makes you, you! Some aspects of yourself will probably be on both lists.

For example, maybe others consider you to be kind and quiet, but they don't know that you have an amazing singing voice. Or maybe they see you doodling, but don't realize that you aspire to be an illustrator.



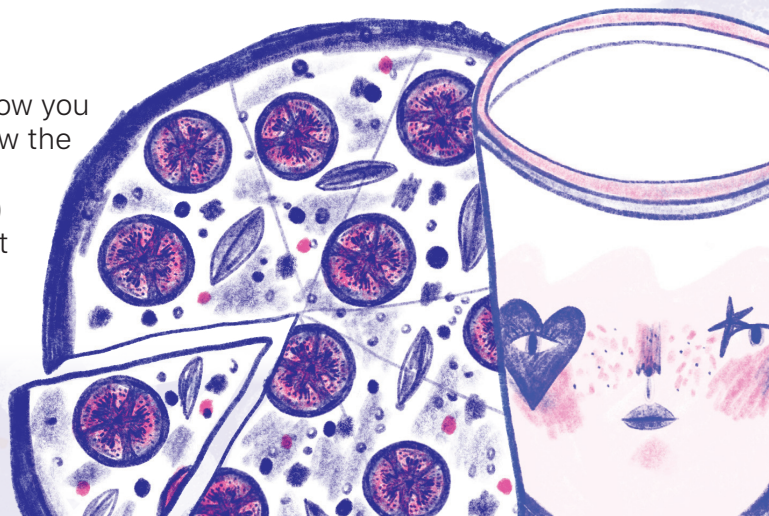
The Positive Me Others See



The Positively Real Me

Part 2

Are your lists the same or a little different? If your lists are a little different, consider how you can let the real you shine so others get to know the authentic you. Then, in your group, talk about how you and your classmates (or students in general) can get to know each other better and celebrate what makes each person unique.



Listen Up!

Whether you listen to rap, pop, emo, or a mix of it all, the music you love can give insight into your interests and who you are.



Below, create a playlist of songs that sum you up or could be the song list of the *real you* — include the title and artist of each song.

Playlist		
Song	Artist	Run Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Review your playlist. Then, in the space below, create an album cover image that represents your songs, or you.

Get Real: Let Me Introduce Myself

Imagine that you work at an advertising agency, and you're assigned to create an ad highlighting something you know best: **You**. Use the lines and storyboard below to map out the elements of a 30-second ad highlighting what makes you unique, special, and someone others want to get to know. Then, bring your storyboard to life in a video, audio, or slide presentation to share with the class.



Part 1

Things about me that I want my ad to highlight: _____

Part 2

Map out your ad in the storyboard below. Include sketches and design and audio notes.

