

Dear Educator,

It's time for students to get real! This collaboration from got milk? and the curriculum specialists at Young Minds Inspired encourages students to express who they are and promotes self-confidence so that students make choices that reflect their authentic selves.

**let's get real.** is a cross-curricular program with 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. All the activities can be bound together with a digital create-your-own-magazine-cover activity to showcase students as the stars of their own personal magazines.

Please share this program with other teachers in grades 2-5. And please visit [ymiclassroom.com/feedback-getreal](http://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



For questions, contact  
YMI toll-free at 1-800-  
859-8005 or by email at  
[feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).

# let's get real.

## Target Audience

Grades 2-5

## Program Components

- This teacher's guide
- Three reproducible student activities
- A poster
- A reply card
- A program microsite at [ymiclassroom.com/getreal](http://ymiclassroom.com/getreal) featuring:
  - Downloadable version of this teaching kit
  - Three bonus 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 each student before displaying the poster in your classroom. Students will need pencils, magazines, art supplies, and computer access. In class, help younger children by reading each activity aloud. Also, review the bonus activities and the digital create-your-own-magazine-cover activity at the microsite link above for a more robust unit.

## Activity 1: Authentically Me!

Invite students to look at the poster and ask them what it means to be *original*. Explain that original means unique, or not a copy. Next, have them look at the image and ask: *What does the poster say about the person who inspired it?* Ask students what they would draw to show what they like to have with milk. Use the poster message and the students' answers to explain that we're all different and have different tastes, likes, and ways of doing things — that makes each of us unique. Making our own decisions about what we like and who we are, and sharing that with others in a positive way, shows that we are being our true selves.

Next, ask students what authentic means. Explain that it means being true to oneself. Discuss how being authentic makes them feel. Next, distribute the activity sheet and review the directions. Allow students to work in groups to identify the synonyms and antonyms in Part 1, and to assess the humorous depictions to differentiate between authentic and fake in Part 2. Review the answers as a class. **Answers:**

Part 1. Synonyms: real, genuine, sincere, true, original, unique. Antonyms: fake, false, insincere, copy, imitation, pretender. Part 2. Fish don't carry umbrellas and mermaids are not real, so those two are fake.

## Activity 2: Top 10 About Me!

Start the activity by asking students to imagine they met a new friend and must tell the friend about themselves, or that they are going to be a character in their favorite book and must describe themselves to the author to be written into the story. Have students share what they like to do and what makes them special. Then, as a class, brainstorm additional positive character traits and write them on the board for reference.

Next, distribute the activity sheet and have students write ten words they feel best describe themselves — words that "reveal the real you." For younger students, help them identify and write their words. When the lists are done, have students walk around the room to find students whose traits and preferences might go together with their own, like milk and cookies. For example, a student who loves to draw could match with a student who loves comic books or anime. Afterwards, encourage students to connect with and learn more about classmates whose traits and preferences differ from their own.

Display the students' "Top 10 About Me" lists around the poster to celebrate the students' authentic selves.

## Activity 3: The Real Me: Read All About It!

Begin the activity by brainstorming questions students might ask to learn about fictional characters, historical figures, or people in their lives they don't know well. Write the students' questions on the board for reference. Allow the students to ask each other some of the brainstormed questions. Explain that asking and answering questions like this is how people interview each other.

Have students complete the sentences to describe and celebrate their authenticity and individuality. Or they can complete the sentences at home with a parent or caregiver. When they have finished, pair students to use their sheets to interview each other and share their unique answers. The activity can be paired with the digital create-your-own-magazine-cover activity. Each student can upload an image of themselves and select a background image, title option, and other pre-made images to create a cover for their completed activities.

## There's More Online

Visit [ymiclassroom.com/getreal](http://ymiclassroom.com/getreal) for bonus activities and the digital create-your-own-magazine-cover activity!

## Resources

[gotmilk.com](http://gotmilk.com)  
[ymiclassroom.com/getreal](http://ymiclassroom.com/getreal)

get real

got milk?

© 2023 California Milk Processor Board



# Authentically Me!

What does it mean to be *authentic*? It means to be who you are. Staying true to yourself is what makes you authentically awesome!

## Part 1

- **Read** the words in the list.
- **Think and talk.** Which words mean *authentic*? Which mean the opposite? (Hint! Synonyms have the same meaning, like *scared* and *frightened*. Antonyms are opposites, like *night* and *day*.)
- **Write** the words in the correct box.

### Word List

real    genuine    fake    sincere    true    false    insincere  
 original    copy    imitation    pretender    unique

Synonyms for "Authentic"	Antonyms for "Authentic"

## Part 2

- **Look** at the pictures below.
- **Think and write.** Do all these characters look authentic to you? Put a check mark (✓) under any characters that do not look authentic. Then write a sentence telling why those characters look fake.










Why they look fake: \_\_\_\_\_



get real

© 2023 California Milk Processor Board

got milk?

# Top 10 About Me!

Being true to yourself is awesome! Your great traits and the things you love to do are part of what makes you your authentic self.

- **Think** of words that describe you and things you like to do.  
Use the words below if you need help.
- **Write** your Top 10 favorite words on the list below.  
Remember – the words should describe you.
- **Share** your list with your classmates to learn about each other.



## Word Examples

fair giving smart happy reader strong creative  
athlete puzzle-solver artist kind thinker curious friend  
loyal writer scientist fun

## Top 10 List for

(write your name on the line)

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_



get real

got milk?

© 2023 California Milk Processor Board

# The Real Me: Read All About It!

Who is the real you? Complete the sentences below to show your awesome, authentic self. Add your own sentences for the extra scoop about you!

- **Read** the statements below.
- **Fill in the** blanks.
- **Decorate** your work or add pictures to show the unique you!



## Extra! Extra! Read All About

(write your name on the line above)

I am an expert at \_\_\_\_\_.

I love to dream about \_\_\_\_\_.

My favorite book is \_\_\_\_\_.

My favorite game is \_\_\_\_\_.

I am happiest when I \_\_\_\_\_.

\_\_\_\_\_ is special to me.

My favorite place is \_\_\_\_\_.

If I could go anywhere, I'd go to \_\_\_\_\_.

If I could have any magical power, I would \_\_\_\_\_.

My favorite foods are \_\_\_\_\_.

My favorite thing to drink real milk with is \_\_\_\_\_.

When I grow older, I would love to \_\_\_\_\_.

I really look up to \_\_\_\_\_.

Add your own:

---

---

---

Jump all in! Show everyone the real you!



get real

got milk?

© 2023 California Milk Processor Board

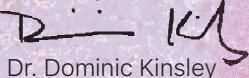
Dear Educator,

These activities are a supplement to the *let's get real.* complete teaching kit for grades 2–5. 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 is a cross-curricular program with 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 2–5. 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](http://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 2–5

## Bonus Digital Program Components

Available at [ymiclassroom.com/getreal](http://ymiclassroom.com/getreal):

- This teacher's guide
- Three reproducible student activities
- The original teaching kit with three activities
- A downloadable poster
- 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. Students will need pencils and art supplies to complete the activities. In class, help younger children by reading each activity aloud. 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](http://ymiclassroom.com/getreal). This program may also be shared with parents and caregivers to do at home with students.

## Activity 1: Authentically, Artistically Me!

In this activity, students use their artistic talents to create a visual representation of their authentic selves. Select an art format based on your available craft supplies (drawing, painting, sculpture, collage, computer-generated, etc.). If possible, collaborate with your students' art teacher to have students create their artwork.



Distribute the activity sheet and review the instructions. The activity sheet will help students brainstorm their designs. In Part 1, students brainstorm words to describe themselves and their interests. In Part 2, they will sketch their designs. Guide students in creating an art piece that celebrates them and highlights their personality, interests, or anything they feel represents their authentic and real self. For example, students might choose to create an image of themselves as a baseball player, scientist, musician, an artist, etc., depending on their passions and interests. Students can turn and talk to their neighbors to brainstorm ideas.

Have students share their completed artwork and then display the art in the classroom or school as an inspirational **let's get real** gallery. The completed pieces could also be photographed and then linked to a slide show that plays for a student presentation or an open house.

## Activity 2: Get Real Together

Begin the activity with a class discussion about how sometimes it's easier to hang out with people who like the same things we do, but that we can have fun with and learn from others who have different interests as well.

Distribute the activity sheet and review the directions with students. Once they identify two activities that they like, allow students to move around the room and find other students who have like interests and write their names in the similar interest spaces in Part 1. For Part 2, they will find two students with different interests and write their names and interests in the corresponding spaces. In Part 3, students will identify an activity that they could help others learn, and one that they would like to learn more about.

Wrap up the activity by coming back together and having students share what they learned about each other. The interests can be used as a way to group students for cooperative learning and group projects.

## Activity 3: Twist and Shout, Show What You're About!

In this movement activity, students will create a fun way for others to remember who they are and what they love. Distribute the activity sheet and review the directions for Part 1 as a class. To get students started, brainstorm positive adjectives and action verbs (ending in -ing) together and write them on the board. (See list to the right for ideas.) Then have students turn and talk to brainstorm additional words before they select their words and create their name phrases. For younger students, you might complete the sheet as a group or help each child. Older students might create a phrase for their first and last initials.

For Part 2, demonstrate the examples on the activity sheets and then provide students time to create their moves. Remind students that their moves must be safe. Offer guidance as needed. Once students are done, invite each student to read their phrase and act out their moves.

As an extension, have students work in groups of four or five and use what they have learned about their classmates to make word search puzzles.

## Sample Words

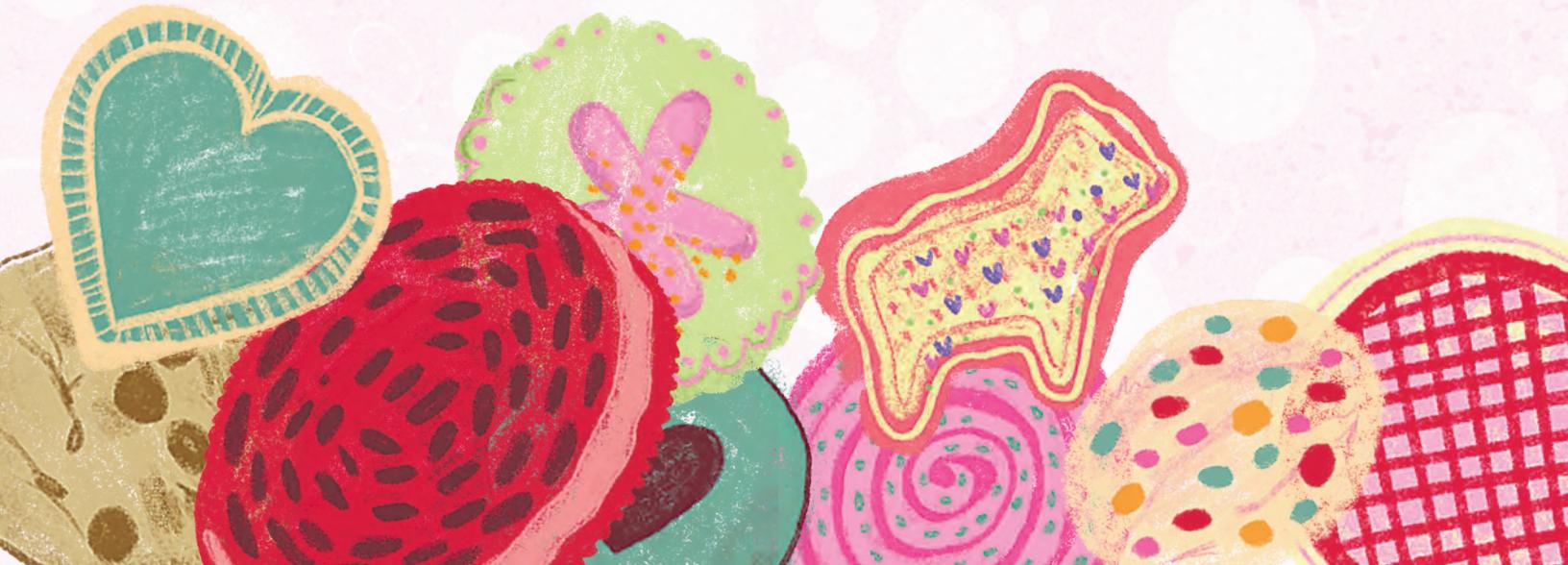
Positive Adjectives		Action Verbs	
adventurous	dapper	running	studying
peppy	bold	laughing	working
expressive	curious	dancing	sharing
outgoing	friendly	listening	biking
hopeful	good-humored	singing	swimming
calm	noble	reading	camping
motivated	inventive	thinking	fishing
optimistic	virtuous	smiling	catching
resourceful	quick-witted	cooking	passing
sincere	loyal	moving	jumping
trustworthy	kind	throwing	kicking
unique	eccentric	acting	giggling
wonderful	extraordinary	encouraging	hiking
youthful		navigating	illustrating
		observing	questioning
		writing	volunteering

## There's More Online

Visit [ymiclassroom.com/getreal](http://ymiclassroom.com/getreal) for additional activities and the digital create-your-own-magazine-cover activity!

## Resources

[gotmilk.com](http://gotmilk.com)  
[ymiclassroom.com/getreal](http://ymiclassroom.com/getreal)



# Authentically, Artistically Me!

Show off your authentic self in art! Showing who you are lets the world see the real you.

Part 1

Brainstorm first!

List words that describe you.

List activities that you like to do.

List what is important to you.

Part 2

Use the words above to help you think about creating artwork to represent you. What will you create? Draw a sketch or picture of your design below or on the back of this sheet. Make a list of materials you will need to create your authentic art. Then, use your sketch as a guide to help you design your art.



get real

© 2023 California Milk Processor Board

got milk?

# Get Real Together

Spending time with friends who you have a lot in common with can be fun. But it's also fun to spend time with friends who enjoy different activities. These friends can teach you about what they like. This helps us learn from each other.

## Part 1

Write one activity that you like on line 1 below, and another on line 2. Then, walk around your classroom to find friends who like these same activities. When you find someone, write their name in the appropriate space.

### Same: We like the same activities.

1. What I like to do:  <hr/> (name of activity)	2. What I like to do:  <hr/> (name of activity)
<hr/> _____ likes this, too! (name)	<hr/> _____ likes this, too! (name)

## Part 2

Write your same two activities on lines 1 and 2 below. This time, find friends who like something different than you do. When you find someone, write their name and the activity that they like in the appropriate space.

### Different: We like different activities.

1. What I like to do:  <hr/> (name of activity)	2. What I like to do:  <hr/> (name of activity)
But _____ (name)  likes _____ (name of activity)	But _____ (name)  likes _____ (name of activity)

## Part 3

What activity would you like to teach someone to do? \_\_\_\_\_

What new activity would you like to learn? \_\_\_\_\_



get real

got milk?

© 2023 Milk Processor Board

# Twist and Shout, Show What You're About!

Celebrate the real you with a fun phrase and dance move!



**Part 1** Write your first initial on the line below. Then under your initial, brainstorm positive adjectives and verbs that start with your initial. Think of words that describe you and things you love.

Next, choose one positive adjective and one verb. Once you've selected your words, create your name phrase.



Examples: Resourceful, running, Robert. Adventurous, acting, Ava.

My first initial: _____	
Positive adjectives that start with my initial	Action verbs that start with my initial

My phrase: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(adjective) (verb) (name)



It's time to bust a move! Using the words you chose, create a motion or dance move to go along with your phrase. Write the move below. Then perform it for the class.

For example, "Resourceful, running, Robert" might tap his index finger to the side of his head to indicate thinking for the word *resourceful*, and then run in place for *running*. "Adventurous, acting, Ava" might move her hands to pretend she is looking through binoculars for *adventurous*, and then put the back of her hand to her forehead and move her lips to pretend that she is *acting*.

