That’s Me Activity

What?

- Leader reads a series of statements (attached below)
- Participants stand up and say “That’s me” when statement describes them

So What?

- Get’s participants moving and energized
- Brings voice into the room
- Assessment of who is in the room
- Provides a point of reference: Who is standing, who is not

Now What?

- A tool that can be used in classrooms and trainings
That’s Me!: STI Workshop

1. I love chocolate.
2. I traveled over 10 miles to get here.
3. I am an EA/ESP (Education Assistant or Educational Support Personnel).
5. I teach pre-school.
6. I work at a Higher Education Institution.
7. I have taught over 10 years. . .15 years. . .25 years.
8. I am a new teacher, 5 years or less.
9. I work at a middle school.
10. I have Native students in my classroom.
11. I am a tribal member/leader.
12. I have been to a pow wow, Paddle events, or other Native celebrations in my community.
13. I learned about tribal history, governance and sovereignty as part of my K-12 education.
15. I am a school board member/district administrator.
16. I have taught the Since Time Immemorial curriculum already.
17. We have achievement gaps in our schools.
18. We have a large number of diverse minority teachers and staff in our schools.
19. I integrate Native culture throughout the curriculum.
20. I came here eager to learn.
STI Bingo Debrief: What – So What – Now What?

Why would we have chosen this particular activity to begin this training?

1. Questions validate what is important to know and learn.
2. It provides a way to share expertise in the room, some of which is not in textbooks.
3. It provides an entry point to concepts that bear further exploration and discussion.
4. It acknowledges that American Indian cultures are contemporary and alive and well.
5. It helps us learn who is in the room and levels of awareness of the issues to be discussed.
6. It brings more voices into the learning process.
7. It gives folks a chance to get up and move and participate in active learning.
8. It establishes that the teacher is not the sole source of knowledge.
9. It hints at content and context for the rest of the training.
10. It highlights that there are gaps in all of our knowledge, but provides a starting point for bridging the gaps.