

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR6.1

View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Growing Up*), **social responsibility** (e.g., *Going the Distance*), and **efficacy** (e.g., *Making Our Community More Peaceful*).

- a) **View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity**, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway)

Key Understandings: ('I Can' statements)

I CAN:

- I can identify key themes in texts related to identity, social responsibility, and efficacy
- I can analyze how characters' identities, choices, and actions contribute to the development of the story and its themes.
- I can evaluate the effectiveness of media messages related to social responsibility and efficacy.
- I can create my own written or multimedia texts that explore identity, social responsibility, or efficacy.

Essential Questions:

What are the key themes in this text, and how do they relate to concepts of identity, social responsibility, and efficacy?

How do the characters' identities, choices, and actions shape the development of the story's themes?

How can a deeper understanding of identity, social responsibility, and efficacy in texts and media help us become more socially aware and responsible individuals?

Prerequisite Learning:

- Ability to read texts and media while identifying and analyzing themes
- Show comprehension of key learnings through texts and media
- Understanding of diversity and individuality
- Ability to identify themes of identity, social responsibility, and efficacy

Instructional Strategies:

Mind Map

- Class discussion and collaboration on "What is identity?"
- Prompt the class to contribute ideas to the mind map on the board
- Themes and questions prepared to guide discussion

Think-Pair-Share

- Students individually respond to 3 questions on identity, and write down answers on paper
- Discuss answers with a partner

- Share answers with class in group discussion

Graphic Organizer

- Provide students with a graphic organizer and instruct them to fill out the graphic organizer while watching and listening to the two stories
- Instruct students to think about identity as they

Stage 2: Determine Evidence for Assessing Learning

Thumbs up/down for understanding

Think-Pair-Share

- Answers to the 3 questions on the board
- Formative assesment

Graphic Organizers

- The 13 spaces on the graphic organizer are filled out
- Formative assessment

Activity for Personal Reflection

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 Minutes

Group Discussion

- Start the lesson by asking “What is Identity?”
- Make a mind map on the board with the ideas of the class
- Prompts for discussion:
 - personal identity (beliefs, values, experiences)
 - cultural identity (traditions, language, customs)
 - social identity (impact on self perception)

Think-Pair-Share on Identity

- Write the three questions below on the board, instruct students to independently write down and reflect on each question (5 minutes)
- Have students discuss the questions and their answers with their classmates around them
- Facilitate a whole class discussion on identity (5 minutes)

- **What Makes You, You?** Begin by asking students to reflect on what makes each of them unique. Encourage them to think about their interests, values, and personal experiences that contribute to their identity. This question sets the stage for exploring the concept of identity.
- **How Do Our Identities Interact with Others?** Build on the first question by discussing how our identities influence our interactions with others. Explore how different aspects of identity, such as culture, background, or interests, can lead to both similarities and differences among people. Encourage students to consider how understanding and respecting diverse identities can foster positive relationships.

Materials/Resources:

Whiteboard and marker

Pencil and Paper

Graphic Organizer (

Projector or physical book

Book/Video:

<https://youtu.be/GErF05NtTZw?si=Pd16SXCCiboiGjsD>

“The boy who tried to shrink his name” by Sandhya Parappukaran & Michael Pereiris

“You Be You” by Richard Brehm

5 Index cards per student

**Possible Adaptations/
Differentiation:**

- Use a more simplified graphic organizer that has 1 to 2 sections to fill out (instead of 12)
- Instead of facilitating a group activity on values, have students individually order their values and share with a classmate how they made their choices.

- **Why Is It Important to Learn About Different Identities?** Delve into the significance of learning about diverse identities. Discuss the benefits of gaining insights into the experiences and perspectives of individuals from various backgrounds. Encourage students to think about how this knowledge can contribute to empathy, inclusivity, and a sense of social responsibility.

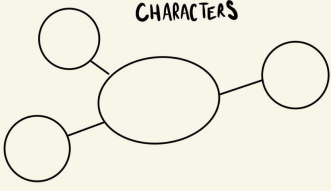
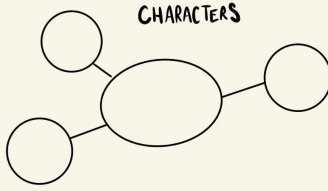
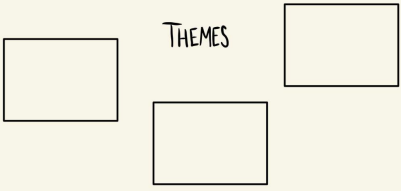
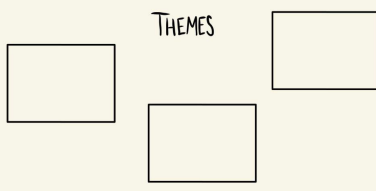
Development:

Time: 20 mins

Watch/listen to texts on Identity

- Provide each student with a graphic organizer including four quadrants; one titled "Characters" with one big circle and the other side with three boxes with the title "Themes"
- Instruct students to fill out the graphic organizer while listening to the stories
- Watch/read book "The boy who tried to shrink his name"
- Pause the video and check for understanding (thumbs up/down)
- Watch/read book "You Be You"

Graphic Organizer

<p>"The Boy Who tried to shrink his name" by Sandhya Parappakkal and Michael Peteris</p>	<p>"You be You" by Richard Brehm</p>
<p>CHARACTERS</p> 	<p>CHARACTERS</p> 
<p>THEMES</p> 	<p>THEMES</p> 

Learning Closure:

Time: 15 minutes

Identity Circles

- Give each student 5 cards and tell them to write 5 values they identify with on the cards. Make sure to have a list of values projected onto the board to give examples, and providing categories such as race, religion, activities, family, health that can be useful when identifying values(5 minutes)
(<https://jamesclear.com/core-values>)
- Once everyone has their values written, have students sort them from most important to least important
- Questions for reflection:
 - Why did you choose to sort your values how you did?
 - Think of how these values reflect in your daily life
 - How would you feel if one of these values was ripped up? What would your identity be like without that value?

<https://www.icebreakers.ws/medium-group/identity-circles.html>

- Instead of Think-Pair-Share, have students create a picture and description representing their identity
- If class is having difficulties engaging in the content, facilitate a brain break
- If students have difficulties paying attention, have students sit in a circle and stretch during group discussions

Management Strategies:

- Circulating the room during group discussions
- Using a stoplight as noise level rule (red for silent individual work, yellow for small group work, green for normal speaking noise level), change the set level for each transition in activity

Safety Considerations:

- Ensure students are aware of mental health supports available if they are struggling with identity or body image (classroom teacher, school councillor, kids help phone etc). Have these resources posted somewhere in the classroom
- Try to check in and talk with each student throughout the lesson to assess if there may be any mental health concerns

Stage 4: Reflection

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Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic: Identity

Date: September 19th/23

Teacher: Hannah Klassen

Observer:

<p>1. Professional Goal</p> <p>Be concise and specific with my language, make sure my instructions are clear, and that I take breaks while talking to leave room for questions</p> <p>I want to work on this goal because when I am nervous I tend to talk more than needed and overexplain tasks. I want to make sure I don't overwhelm/confuse students by speaking lots, and I want to take breaks when I am talking to leave room for questions</p>	<p>2. Steps to Achieve Goal</p> <p>I will go over my instructions a few times prior to the lesson so I am able to be more confident in my explanations.</p> <p>I will make eye contact with the class to ensure I can see if there is a question and to observe if my instructions are "clicking"</p>
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3. Instructions to observer (be specific):

- Review my verbal instructions to ensure they are clear and concise
- Observe my contributions to class discussion to make sure they are building on the discussion and helping students understand the topic better

4. Data Collection:

