

Subject/Grade: Grade 4/5		Lesson Title: Emotions About Identity		
Stage 1: Identify Desired Results (Outcomes & Indicators)				
<p><u>Outcome USC 4.5</u></p> <p>Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <p>Emotion scale taken from - USC 4.6 indicator (a)</p> <p><u>Indicators:</u></p> <p>(f) Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings, and sense of self-determination by personal actions.</p> <p>(c) Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.</p> <p>(e) Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.</p>				
<p>Understandings: (can also be written as 'I Can' statements)</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● I can identify the emotions I feel ● I can associate a colour with each emotion ● I can explain why I feel the way I do ● I can express my emotions to others 		<i>U</i>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do we feel certain emotions? ● What influences our emotions ● What are different emotions we can feel 	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will know different emotions ● Students will know how they feel on the inside ● Students will know why they feel certain ways ● Students will know the influences that may cause their feelings 		<i>K</i>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Students will be able to associate colour to emotions ● Students will be able to express emotions ● Students will be able to communicate emotion ● Students will be able to understand their identity of emotions 	<i>D</i>
Stage 2: Determine Evidence for Assessing Learning				
<p>Students will be formatively assessed through writing their emotions they feel on the inside and why they feel as such</p>				
Stage 3: Build Learning Plan				
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Visual cues coping teaching instruction with colour - Verbal inquiry questions from both teacher and students - Written reflection through worksheet 				

Backwards Design Lesson Plan Template

<p>(45 min lesson)</p> <p>Set (Engagement): Length of Time: 5 min</p> <ul style="list-style-type: none"> - Gather pencil crayons, Health duotang, put new sheets in duotang <p>Development: Time: 35 mins</p> <ul style="list-style-type: none"> - Discuss and colour the emotion chart emotion by emotion as a class - Discuss reasons why we could feel the way we do (influences) - 5 mins individually colour their emotion chart of what they feel right now - 10 mins write why they feel these emotions (influences) - 5 mins to share with person beside them (think pair share) <p>Closure: Time: 10 mins</p> <ul style="list-style-type: none"> - Have students tell teacher the name and colour of the emoji displayed on board - Put duotangs and pencil crayons away 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Worksheet (provided by Ms. D) - Pencil Crayons - Whiteboard & Projection for end activity and beginning labeling/colouring <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Give students prompts to identify emotions - Give students prompts why they feel emotions (Influences) - Have students label scale <p>Management Strategies:</p> <ul style="list-style-type: none"> - Allow time for all questions related emotions to be answered - Have quiet music playing during writing and coloring section - Prepare partners before discussion section <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Students may not want to share negative emotions - Remind students that this is a safe space all emotions are ok to feel - Reasons for emotions can be personal. Allow students to know they do not have to share all emotions they are feeling with their partner - Make students aware this worksheet is for themselves only, they are allowed to write however they feel and why
---	---

Stage 4: Professional Development Goal
<p>I aim to re-engage students after they are talking to others.</p> <p>If I was to continue the lesson the next class I would focus on the identity aspect from USC 4.5. which has a focus around characteristics and influences and less on the emotional aspect. It is important for students to understand their emotional aspect of their identity as it can come from other characteristics which can be later examined.</p>

