

<p>Outcome(s): USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making</p> <p>Treaty Outcome(s): SI6: Analyze the importance of the preservation and promotion of First Nations and Métis languages</p>	<p>Literacy Infusion:</p> <ul style="list-style-type: none"> • Subject-specific vocabulary – workbook • Sticky note values sorting • Word cloud generator • Scenario response charts
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Personal standards are created and influenced by a person’s influences, values, and identity • Values can be negative when they are forced 	<p>Questions for Deeper Understanding:</p> <ul style="list-style-type: none"> • What is identity? What are values? What are personal standards? • Who/what impacts the values that you have? Who/what influences your values? • How does your identity and values affect your personal standards?

<p>Know:</p> <ul style="list-style-type: none"> • Identity is related to who we feel we are and how we define ourselves • Values are influenced by your identity • Personal standards are influence by your values and identity • Values that people appreciate in oneself or in other people 	<p>Understand:</p> <ul style="list-style-type: none"> • Why people behave the way they do • How and why personal values may change • How decision making is influenced by personal standards • When personal standards may be reinforced or challenged • Healthy attitude and behaviours that affirm personal standards 	<p>Do:</p> <ul style="list-style-type: none"> • Examine the connections between affirming personal standards and developing identity • Uncover personal standards through exploring questions and scenarios • Investigate the factors that have the most influence on personal standards • Identify sources of, and evaluate information about, personal beliefs and values • Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards • Create a personal definition of personal standards
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Outcome(s)	Indicator(s)	Assessment Formative (F) or Summative (S) [Note co-construction with *]			Activities (Before, During, After)	<ul style="list-style-type: none"> ○ Environment ○ Resources ○ Materials ○ Technology 	Timelines
		Observation	Conversation	Product			
USC6.1	i. Define identity as being related to who we feel we are and how we define ourselves.		i. Student can define identity as being related to who we feel we are and how we define ourselves.		<p><i>*PPT Notes</i></p> <p>Identity</p> <p>Set: What is identity?</p> <ul style="list-style-type: none"> • Provide my own example of my identity in PPT <p>Development:</p> <ul style="list-style-type: none"> • Identity: the set of qualities and beliefs that make one person or group different from others (have student fill in notes in their workbook) • Video: We are all different – and that’s awesome! • Self-portrait activity: what makes you – you? <ul style="list-style-type: none"> ○ Have students draw pictures of themselves ○ Around their self-portrait, students will include words/pictures that make them different and unique <p>Closure:</p> <ul style="list-style-type: none"> • Review what identity is and have students share their art 	Smartboard Projector Laptop USC6.1 Workbook YouTube Video: We are all different – and that’s awesome! Poster paper TPT PPT	1 hour
	j. Examine the connections between affirming personal standards and developing identity. e. Uncover personal standards by exploring questions	c. Student can identify sources of, and evaluate information about, personal beliefs and values j. Student can examine the connections between affirming personal standards and developing identity.	a. Student can describe values one appreciates in self and in others and explain why.	e. Student can uncover personal standards by exploring questions	<p>Personal Values</p> <p>Set:</p> <ul style="list-style-type: none"> • Video: Well-being for children: identity and values <p>Development:</p> <ul style="list-style-type: none"> • What is the difference between identity & values? 	Smartboard Projector Laptop USC6.1 Workbook YouTube Video: Well-being for children: identity and values	1 hour

USC6.1	<p>a. Describe values one appreciates in self and in others and explain why.</p> <p>c. Identify sources of, and evaluate information about, personal beliefs and values</p>				<ul style="list-style-type: none"> Show slide 8 in PPT – discuss my influences and values Sticky note activity – students will look at list of values <ul style="list-style-type: none"> Students will pick top 10 values and write them on sticky notes Students will order them from least important to most important Discuss student’s reasoning behind their choice of values and their chosen order <p>Closure:</p> <ul style="list-style-type: none"> Create a word cloud with ABCYa – Word Cloud Generator <ul style="list-style-type: none"> Students will put their top values into the word cloud to make their own value posters 	Sticky notes TPT PPT	
USC6.1	<p>b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).</p> <p>f. Consider how and why personal values may change (e.g., norms, trends, values/priorities, relationships, critical events).</p> <p>g. Investigate the factors that have the most influence on personal standards.</p> <p>n. Determine how decision making is influenced by personal standards.</p>	g. Investigate the factors that have the most influence on personal standards.	<p>b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).</p> <p>f. Consider how and why personal values may change (e.g., norms, trends, values/priorities, relationships, critical events).</p>	n. Determine how decision making is influenced by personal standards.	<p>Influences on Values</p> <p>Set:</p> <ul style="list-style-type: none"> Brainstorm as a class about what influences your values <p>Development:</p> <ul style="list-style-type: none"> What influences my values graphic Students will discuss values on sheet Students will do minor assignment <ul style="list-style-type: none"> Students will answer prompts of what influences their values <p>Closure:</p> <ul style="list-style-type: none"> Students will share their examples with small groups or as a class 	Smartboard Projector Laptop USC6.1 Workbook TPT PPT	1 hour
USC6.1 SI6	<p>m. Discuss factors that affect the identities of people as a result of colonization.</p> <p>SI6. Analyze the importance of the preservation and promotion of First Nations and Métis languages.</p>		<p>m. Discuss factors that affect the identities of people as a result of colonization.</p> <p>SI6. Analyze the importance of the preservation and promotion of First Nations and Métis languages.</p>		<p>Forced Values</p> <p>Set:</p> <ul style="list-style-type: none"> Discuss the question, “how would your identity change if we took away family, culture, and where you lived values?” <p>Development:</p> <ul style="list-style-type: none"> Have students fill out notes in worksheet <ul style="list-style-type: none"> What is assimilation? What is colonization? Discuss these terms Video: Intergenerational trauma: residential schools <p>Closure:</p> <ul style="list-style-type: none"> Discuss video Share about how some of the values that were forced upon children at residential school sin themselves were not bad values. However, the extent at which they were forced upon people was wrong. 	Smartboard Projector Laptop USC6.1 Workbook YouTube Video: Intergenerational trauma: residential schools TPT PPT	1 hour

USC6.1	<p>k. Explore when personal standards may be reinforced or challenged.</p> <p>l. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.</p> <p>h. Describe healthy attitudes and behaviours that affirm personal standards.</p> <p>d. Communicate an informed personal definition of personal standards (e.g., core personal values that are reflected in how you treat yourself, how you treat others, what and how you speak, your behaviours).</p>		<p>l. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.</p> <p>h. Describe healthy attitudes and behaviours that affirm personal standards.</p>	<p>k. Explore when personal standards may be reinforced or challenged.</p> <p>d. Communicate an informed personal definition of personal standards (e.g., core personal values that are reflected in how you treat yourself, how you treat others, what and how you speak, your behaviours).</p>	<p>Personal Standards – What would you do?</p> <p>Set:</p> <ul style="list-style-type: none"> Do a refresher of everything that has been learned up to this point <p>Development:</p> <ul style="list-style-type: none"> Students will complete “what would you do?” activity <ul style="list-style-type: none"> Students will read through scenarios and describe in writing how they would react and what they would do in each situation Students will label each behaviour/action as positive or negative They will be tasked with rewriting 1 negative action/behaviour as positive. After completion of scenarios, students will review what values they recognize in each scenario After completing the “what would you do?” activity, students will need to come up with their own definition of personal standard <p>Closure:</p> <ul style="list-style-type: none"> Have students share in small group their reactions to the scenarios Discussion: <ul style="list-style-type: none"> Why were some the same? Why were some different? 	Smartboard Projector Laptop USC6.1 Workbook	1 hour
USC6.1				Major Assignment (S)	<p>Students will need to answer the questions below. They have the freedom to choose what medium they use to share their information</p> <p>Major assignment:</p> <ul style="list-style-type: none"> Define & provide examples of: <ul style="list-style-type: none"> Identity Influences Values Personal Standards Why do personal standards vary from person to person? How do personal standards influence the way you react to a situation? 		2 hours