

Subject/Grade: Health – Grade 6		Teacher: Nicole McCracken	
Lesson Title: “These are the people in your neighborhood” (lyrics from Sesame Street)			
Stage 1: Identify Desired Results			
Outcome(s)/Indicator(s): <i>(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)</i>			
<p>USC 6.2 Appraise the importance of establishing/ maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socioeconomic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).</p> <ul style="list-style-type: none"> c. Shape new thoughts about oneself as an individual who has a unique heritage and particular influences on beliefs, standards, and/or perspectives. 			
Key Understandings: (‘I Can’ statements) <i>(Put the key learnings into student-friendly language that begin with ‘I can...’. The students should know what these are at the beginning of the lesson. An example is: I can express conclusions about the success of two different health promotion strategies. Doing this helps student engage in the learning since they know what it is that they will/need to learn).</i>		Essential or Key Questions: <i>(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)</i>	
<p>I can... explore a variety of aspects that make up a part of my identity</p> <p>I can... investigate and learn about what make up a part of other peoples’ identities</p> <p>I can... interview my classmates to find out information about them</p>		<p>What is one factor that represents part of a person’s identity?</p> <p>What things in your life would you consider to be a part of what make up your identity?</p> <p>How may these factors affect how they or their classmate was raised up in their household?</p>	
Prerequisite Learning: <i>(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to ‘learn’ what you expect of them today? An example is: what health promotions strategies are.)</i>			
<ul style="list-style-type: none"> Students must be able to respectfully listen to their classmates and their thoughts, ideas, and feelings. Students must be able to know how to communicate with their peers, parents, friends and/or relatives to ask questions. Students must know how to use PPT or google docs to present their identity findings. 			
Instructional Strategies: <i>(What strategy(ies) will you use throughout the lesson to engage students in the learning process?)</i>			
<ul style="list-style-type: none"> Shared storytelling strategy Journal activity Cascading groups Google slides 			
Stage 2: Determine Evidence for Assessing Learning			
(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)			
Pre-assessment: Have students work together to come up with different factors that could be considered a part of an individual’s identity.			
<p>Students will work in groups of 3-4 and will write down responses on a shared paper. Each student must write their name next to the factors that they contributed. If a student provides 0 responses, they will receive a (U) for unsatisfactory. If a student provides 1 response, they will receive a (S) for satisfactory. If a student provides 2 responses, they will receive a (P) for proficient, and if they provide 3 or more, they will receive an (E) for excellent. These assessments will be given to them using the Pre-Assessment Rubric (Appendix A).</p>			
Post-assessment: Journal activity – Students will have to answer the following questions on a piece of paper:			
<ul style="list-style-type: none"> What is one factor that represents part of a person’s identity? 			

- What is something new that you learned about one of your classmates?
- What is a difference between you and one of your classmates?
- What is a similarity between you and one of your classmates?
- What is something kind that you can do for one of your classmates?

Stage 3: Build Learning Plan

Set (Engagement):

(Get their attention! And then tell them what you are going to learn through this lesson)

1. Ask students “what things in your life would you consider to be a part of what make up your identity?” 7 mins

Have students brainstorm starting in pairs using “cascading groups” method. Students will write answers on a shared piece of paper in each group. After 2 minutes, have each pair of students match up with another pair of students. Ask them the same question. After 2 minutes, have class go back to their seats. Have students share their findings vocally with the class.

* Have each student write their name or initial next to the factors that they contributed to their group.

2. Show [Being different is beautiful video](#) (3 mins)

- Have students keep track of the different factors mentioned in the video about what make us unique through jotting them down or by remembering them.

Development:

Length of Time: 25 mins

(Remember, everything you do here needs to align with the identified O’s and I’s and support the students in answering the key questions as well as reaching the ‘I can...’ statements).

1. Shared storytelling strategy. 18-20 mins.

Ask students to think about “how these factors may affect how they or their classmate was raised up in their household?” Put students into pairs for google slides activity. Have each pair of students grab a tablet or computer. One student in each pair will sign into the same [google slide](#). The google doc will have a slide designated for each student with specific “identity” questions. One student in each pair will be in charge of asking their partner the questions and typing out their response. For example, student A will ask student B the interview questions and type their responses on student B’s google doc page. Once completed, student B will ask student A the interview questions and type their responses on student A’s google doc page. This activity will help each student practice interviewing and learning new information about their partner.

Questions on Google slides:

1. What is your name? Were you named after someone? Is there a special meaning behind it that you are aware of?
2. Where are your ancestors or relatives originally from?
3. What are some activities that you do at home? (Chores, extracurricular activities)
4. If your parent(s) work, what job(s) or career do they have?
5. If applicable, what roles or jobs does your father or guardian do in your home? If applicable, what roles or jobs does your mother or guardian do in your home?
6. Do you celebrate holidays? If so, what is your favorite holiday and why?

Materials/Resources:

- Paper and writing utensils
- [Google slides](#)
- Computers and/or tablets
- Computer and Projector
- [Being different is beautiful video](#)
- Appendix A: Pre-Assessment Rubric
- Appendix B: Journal Questions

**Possible Adaptations/
Differentiation:**

- PowerPoint can be used if there is no internet available, or if not all of your students have a Gmail account.
- Pair up talkative/outgoing students with less talkative/outgoing students to promote conversation

Management Strategies:

- Clapping pattern (to get attention) – get students to copy clapping pattern and then stay quiet and listen
- Go around class and prompt groups that are off track or are quiet to provide answers (ask about ancestors, family life, country of origin, etc).

Safety Considerations:

- Topic is vulnerable and can be sensitive to discuss. Promote kindness and explain how there is no tolerance for disrespectful, rude, or inappropriate behavior.
- Make sure computers are available for use and that students know how to carry/properly handle them.

<p>7. Do you participate in any religious activities and if so, what? (Church, synagogue, mosque, etc.?)</p> <p>8. What is something that you think makes you unique?</p> <p>2. Once both pairs have completed interviewing each other, have the pairs look at 2-3 of their classmates google slides. 5-7 mins.</p> <p>Learning Closure: Length of Time: 10 mins (Do some form of ‘check for understanding’ and tell them or have them tell you what they learned today. This can be done using a variety of strategies).</p> <p>Have each student go to their desk. Hand out Appendix B: Journal Questions handouts that contains the questions:</p> <ul style="list-style-type: none"> - What is one factor that represents part of a person’s identity? - What is something new that you learned about one of your classmates? - What is a difference between you and one of your classmates? - What is a similarity between you and one of your classmates? - What is something kind that you can do for one of your classmates? <p>Have a hand-in location that students can put their paper once it is completed.</p>	
Stage 4: Reflection	
<p><i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i></p> <p style="text-align: center;">N/A</p>	

Appendix A: Pre-Assessment Rubric

0 responses	U	Unsatisfactory (seems to not understand identity)
1 response	S	Satisfactory (slightly seems to understand identity)
2 responses	P	Proficient (somewhat understands identity)
3 or more responses	E	Excellent (understands identity)

