

Subject/Grade: Health – Grade 6		Teacher: Nicole McCracken (Mrs. M or Mrs. 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. <p>IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.</p> <ul style="list-style-type: none"> a. Identify personal roles in, and responsibilities toward, the family and local community. 			
Key Understandings: (‘I Can’ statements)		Essential or Key Questions:	
<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... think about how outside influences can impact my life and interests</p>		<p>What are some factors that make each of us unique?</p> <p>What things in your life would you consider to be a part of what make up your identity?</p> <p>Where do you think your interests or participation in these things came from?</p> <p>What outside factors do you think might affect the things that you do or the things that you are interested in?</p>	
Prerequisite Learning: <p>(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.)</p> <ul style="list-style-type: none"> Students must be able to respectfully listen to their classmates and their thoughts, ideas, and feelings. Students must know how to use Google Slides to present their identity findings. 			
Instructional Strategies: <p>(What strategy(ies) will you use throughout the lesson to engage students in the learning process?)</p> <ul style="list-style-type: none"> Google slides Group Discussion Exit Slip 			
Stage 2: Determine Evidence for Assessing Learning			
<p>(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!)</p> <p>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 as a class to share what they think is considered a part of someone's identity. Take note of who is responding. Prompt students who may be quieter to try and provide an answer. You can use Appendix A: Pre-Assessment Rubric to track their effort/understanding.

Post-assessment: Exit slip and brief discussion – Appendix A: Pre-Assessment Rubric could be used again to track effort/understanding.

Stage 3: Build Learning Plan

Set (Engagement):

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

1. Show [Being Different is Beautiful Video](#) (3 mins)

Share that this video will be going over some different characteristics that make up our identity. Tell them to list some factors that make each of us unique that are identified in the video on a paper.

2. Ask students "what things in your life would you consider to be a part of what make up your identity?" (2 mins)

Students will work as a group to answer the question. They can add factors mentioned in video, as well as their own responses. Answers will be written on white board.

3. Share [Google Slides – This is me!](#). Share about myself with class. (4-5 mins)

Development:

Length of Time: 15 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. Google Slide Questions – [Our Identities](#) – (13 mins).

Have each student work on the google slide designated to them. I have my own example on the second slide for them if they need some inspiration to get started.

Questions on Google slides: (Choose 4 questions to answer and share something that makes you unique)

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 of your favorite activities to do? (sports, hobbies, read, etc.)
4. What do you want to do once you are adult? (Career, travel, stay at home, etc.)
5. Do you celebrate holidays? If so, what is your favorite holiday and why?
6. Do you participate in any religious activities and if so, what? (Church, synagogue, mosque, etc.)
7. What are three of your favorite things? (Could be anything)

2. Provide time for each student to look at each other's responses.

Before they look at the responses, ask students to think about "Where do you think your interest or participation in these things came from? What outside factors do you think might affect the things that you do or the things that you are interested in?" (2 mins)

Learning Closure: Exit Slip

Length of Time: 5-7 mins

Materials/Resources:

- Paper and writing utensils
- Google Slides: [This is me!](#)
- Google Slides: [Our Identities](#)
- Computers and/or tablets
- [Being Different is Beautiful Video](#)
- Appendix A: Pre-Assessment Rubric
- Appendix B: Journal Questions
- Whiteboard

Possible Adaptations/

Differentiation:

- PowerPoint can be used if there is no internet available, or if not all of your students have a Gmail account.
- Provide writing assistance for students who may need it
- Provide some examples of answers if students need some inspiration

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, interests, 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>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 Mrs. M or one of your classmates?- What is a difference between you and Mrs. M or one of your classmates?- What is a similarity between you and Mrs. M or one of your classmates?- What is something kind that you can do for one of your classmates? <p>Once completed, have students share one of their answers from their exit slip with the class.</p>	
Stage 4: Professional Development	
<p><i>Student Engagement – Try to learn about students and get to know them at a more personal level</i></p> <p><i>Communication – Work on speaking slowly and concisely</i></p>	

Appendix A: Pre-Assessment Rubric

0 responses	U	Unsatisfactory (seems to not understand identity/little to no effort)
1 response	S	Satisfactory (slightly seems to understand identity/low effort)
2 responses	P	Proficient (somewhat understands identity/some effort)
3 or more responses	E	Excellent (understands identity/good effort)

