

ECS 303-052

Backwards By Design Lesson Plan

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Subject/Grade: Health/Grade 4 Lesson Title: Self Identity Teacher: Ailsa McIntosh, Priyanka Jhanji, Jada Wright and Olawanle Agbedi

Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

Indicators:

a. Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively (e.g., ask questions, share stories, offer to help).

e. Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one’s identity.

f. Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings, and sense of self-determination by personal actions.

Understandings: (can also be written as ‘I Can’ statements)
Students will understand...

I can understand the importance of positive and supportive relationships in shaping one's identity.

I can recognize the role of personal attitudes and cultural factors in influencing self-identity.

I can comprehend how self-concept, self-esteem, and self-determination are interconnected with personal thoughts, feelings, and actions.

Essential Questions:

1. How is identity influenced by relationships with others?
2. What thoughts do you have about yourself?
3. What makes you feel good and confident about yourself?
4. Can someone else affect your confidence and take away your positive attitude about yourself?
5. Can you think of a time when a friend or someone you know made you feel really good, not so good or bad? What did they do?

Students will know...

The definition of "Identity" and its components (self-concept, self-esteem, self-determination).

How relationships with others can influence one's identity.

Factors that may affect one's identity, including personal attitudes, environments, accomplishments, and cultural influences.

Students will be able to...

Demonstrate the ability to observe and investigate how others define and value self, using techniques such as asking questions, sharing stories, and offering assistance.

Determine the various factors that can influence one's identity, including personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, and gender.

How self-concept is related to personal thoughts, self-esteem to personal feelings, and self-determination to personal actions.

Describe the relationship between self-concept and personal thoughts, self-esteem and personal feelings, and self-determination and personal actions.

Stage 2: Determine Evidence for Assessing Learning

Students will engage in a class discussion after a class read-aloud of the book *Amazing Grace* by Mary Hoffman.

After the discussion, students will complete an exit slip independently that will be handed in at the end of class to assess their grasp on self identity. Each student will hand in their own exit slip

Stage 3: Build Learning Plan

Instructional Strategies:

Have students gather on the reading carpet or move their chairs into a circle.

Read *Amazing Grace* by Mary Hoffman

Facilitate a conversation about self identity with focus on self-esteem and how it can be influenced by your peers, family and surroundings using the prompts:

- What challenges did Grace face throughout the book?
- “Why do you think nanna took Grace to the ballet?”
- “When does Grace’s self-determination change?”
- “Even though Grace answers confidently to her peers, what happens once she gets home?”

What does that tell you about self-confidence and the face people can wear on the outside compared to how they feel on the inside?

- “Which characters have built up Grace’s self identity? Which characters have knocked it down? Did any of these characters change in the end?”

Once the discussion has been completed, have students return to their desks and hand out the attached exit slip.

Direct Instruction

Students who feel comfortable sharing their thoughts and answers to the discussion questions will be asked to. Students who do not feel comfortable sharing aloud will be asked to reflect on the questions in their head and think about their classmates' understanding.

Interactive and Experiential Instruction

Students can discuss their exit slip in pairs or groups of 3 to further engage in discussion and collaborate on others' lived experiences.

Set (Engagement): Introduction of Self-Identity and what it entails. Read *Amazing Grace*.

Length of Time: 10 minutes

Development: Facilitate a discussion about Grace, her self image and the actions of her classmates, mother and nanna.

Length of Time: 15 Minutes

Closure: Hand out exit slip and have students answer the questions.

Time: 15 minutes

Materials/Resources:

Amazing Grace by Mary Hoffman

Exit Slip

Possible Adaptations/ Differentiation:

The book can be found on youtube if the physical copy has been misplaced or the teacher is unable to read.

<https://www.youtube.com/watch?v=LmIfdJRSGQ>

Management Strategies:

Keep students on track with positive self-esteem concepts. Negative self-identity is important for them to learn about, but conversations do not need to focus and stay on the negative.

Safety Considerations:

Have an awareness for how students are responding to the conversation. This conversation can be triggering to some students in situations we are unaware of in their home lives.

Make sure students are being kind to one another as vulnerable information may be brought up by a student. The conversations can open doors to students sharing personal/ sensitive information that might leave them in a vulnerable position.

Age appropriate discussions

Stage 4: Reflection

Professional Development Goal is...

1. To develop my understanding of how students' self-concept, self-esteem, and self-determination are shaped by the relationships they form with peers, teachers, and parents.

Exit Slip

Name: _____

Date: _____

Self Identity: Self-esteem, Self- determination, Self-Concept

1. Grace’s grandma helped her with her confidence in auditioning for Peter Pan. Has there been a time that you have helped build up someone else's confidence?

2. Why is self-determination important?

3. Grace had a strong passion for stories. What is a passion of yours?
