

Subject/Grade: Health/Gr. 6	Lesson Title: Identity Masks	Teacher: Jenna McAuley and Cassidy Grimm
Stage 1: Identify Desired Results		
<p>Outcome(s)/Indicator(s):</p> <p>Health: USC 6.1 Analyze the factors that influence the development of personal standards and identity</p> <ul style="list-style-type: none"> a. Describe values one appreciates in self and in others and explain why. i. Define identity as being related to who we feel we are and how we define ourselves. <p>Art: CR6.2 Investigate and identify ways that the arts can express ideas about identity.</p> <ul style="list-style-type: none"> a. Analyze and describe how identity may be expressed through various styles and forms of art. b. Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others' arts expressions including how they relate to the concept of identity. 		
<p>Key Understandings: ('I Can' statements)</p> <p>I can use visual art to represent my identity. I can choose appropriate materials to express my ideas. I can analyze how both images and materials work to express ideas in art. I can use different materials and art supplies independently.</p>	<p>Essential or Key Questions:</p> <p>What is an identity? What are the different parts of my identity? How do I represent parts of my identity through art?</p>	
<p>Prerequisite Learning:</p> <p>Students will need to be able to use a variety of visual art materials and mediums with skill, such as drawing, collages, sketching, colouring, etc.</p>		
<p>Instructional Strategies</p> <p>Inquiry-based instruction- students will be able to choose what different aspects of their personality they want to represent. Demonstration- Examples of things that can be used in the assignment will be presented to the students before they begin their own and an example of the assignment will be shown to students prior to them starting on their own.</p>		
Stage 2: Determine Evidence for Assessing Learning		
<p>Formative - Evaluate students' understanding in group discussions. Look for understanding and connections made to their personal identity.</p>		
Stage 3: Build Learning Plan		

<p>Set (Engagement): Cassidy Grimm Length of Time: 5 minutes</p> <p>Begin by asking students what they know about identity. What do they think identity is? Explain that identity is the beliefs, personality, or qualities of a person. Give the example of being a sister- Part of my identity is that I am a sister, it is a big part of my life. Go through other examples of identity, explain that parts of identity can be things that you love or dislike, sports that you play, or roles that you play in your life. Identity is the different things that make you who you are. Have the students brainstorm different aspects of identity and write them on the board as ideas.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> -mask cut-outs -drawing materials (markers, pencils, pencil crayons) -magazines (if available) -scissors -glue
<p>Development: Jenna McAuley Length of Time: 25 minutes (This may take more than one class to complete)</p> <p>Hand out the mask cutouts and tell students that they will be drawing pictures (and cutting out images from magazines, if they are available) to show different parts of their identity. Explain that the mask is divided into sections to help them organize different parts of their identity. Write these sections on the board for students to refer back to.</p> <p>Section 1: Important role you play. This could be a son or daughter, or a team player, or a classmate. Any role that they have that they believe is important to them.</p> <p>Section 2: Favourite food and least favourite food.</p> <p>Section 3: Favourite way to spend free time. This could be playing a sport or reading a book. Any activity that they enjoy doing in their free time.</p> <p>Section 4: Favourite school subject.</p> <p>Section 5 and 6: Free sections to put other parts of their identity that they want to express. Make sure students are aware that this must be appropriate for school, nothing gross. They could repeat one of the previous sections if they have something else they want to add to those or they could create their own section like favourite sport or book.</p> <p>Show students the example I created, it is not the best so remind students that they should be trying to fill up their mask and take their time on the sections. Each section will need to be coloured and there should not be much white left in the sections. They can create backgrounds and designs in each section to fill up space. Use pencil crayons.</p> <p>Students may talk or work in groups, just make sure that conversation stays appropriate for school and that volume levels remain low enough to focus on work.</p> <p>Once students are done decorating their masks, have them cut out the eyes of the mask and the outline of the mask. Help students as needed with this part. Students can take their masks home once they are completed.</p>	<p>Possible Adaptations/ Differentiation:</p> <p>-If magazines are available for collages, students can cut out pictures and glue.</p> <p>Management Strategies:</p> <p>-allow students time to think and collaborate as a group to create ideas of parts of identity before starting their assignment.</p> <p>Safety Considerations:</p> <p>-Make sure students are using scissors properly and not fooling around with them.</p>
<p>Learning Closure: Cassidy Grimm Length of Time: 10 minutes</p> <p>Students will share their masks and discuss the meaning of some of the images on them. Even if they are not done, ask them to share what they have or what they plan on putting in different sections. This will allow them to share some of the parts of their identity. They do not need to share every image but get them to choose 2-3 to share.</p>	

Stage 4: Reflection

Cassidy Grimm- Professional Development Plan

Instructions for Observer: Look at presentation of the lesson of what identity is and look for student understanding after delivery of the lesson.

Professional Goal	Steps to achieve:
<p>One goal I have for this lesson is to clearly teach what identity is.</p>	<p>In this lesson I will teach the students what identity is/means as well as some examples of different aspects that make up a person's identity. I will have them come up with examples and put them on the board for ideas during the activity. Throughout the development I will help Jenna check in with students.</p>

	Yes	No	Evidence
<p>Was the lesson engaging?</p> <p>Do the students now understand/ have a better understanding of what identity is?</p> <p>Did coming up with examples help students understand what identity is?</p> <p>Was the lesson clear and easy to follow?</p> <p>Did I check for student understanding enough to ensure student success?</p>			

Jenna McAuley- Professional Development Plan

Instructions for Observer: Look at presentation of instruction and look for student understanding after delivery of instruction.

Professional Goal	Steps to achieve:
One goal I have for this lesson is to present clear instruction for the activity.	In this lesson, I will present the steps for making the mask and check in with students during the development to make sure students understand the instructions.

	Yes	No	Evidence
Was the instruction engaging?			
Did my example help explain the assignment and increase students' understanding			
Was the instruction clear and easy to follow?			
Did I check for student understanding enough to ensure student success?			