

Subject/Grade: Health – 4/5

Lesson Title: Introduction to Identity

Teacher: Kiera Brennan

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC 4.5- Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

c) Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.

d) Communicate a personal understanding of identity.

Key Understandings: ('I Can' statements)

I can explain what identity is.
I can give examples of my own identity using a web.
I can examine a story and identify parts of identity in the story.

Essential Questions:

What is identity?
What are parts of my own identity?

Stage 2: Determine Evidence for Assessing Learning

Formative:
Class discussion after reading "Raise Your Hand"
Personal Identity Web – Rubric attached
Talking Circle

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 7-10 min

Materials/Resources:

"Raise Your Hand" by Alice Paul
Tapper

- Have a class discussion and come to a conclusion about what the word “identity means”, brainstorm things on the board that contribute to ones’ identity

- Where you live / where you have lived
- Your family structure
- Culture
- Language
- Opinions
- Values
- How you feel about yourself
- Relationships
- Groups you belong to
- Places you’ve been
- Interests
- Media / peers
- Gender
- Age
- Race
- Experiences

Development:

Time: 15-20 min

- Read the story “Raise Your Hand”
- Discuss Alice’s identity in the story → did it change throughout the story? Was she always the same person?
- Make a personal identity web with words that describe who you are and who you are in society

Personal Identity Web

Talking circle item

**Possible Adaptations/
Differentiation:**

- Spelling words for students
- Questioning to encourage brainstorming/getting ideas

Safety Considerations:

- Sanitize before and after touching the rock for the talking circle.
- Sanitize the rock after talking circle is done.

- Make sure to include 7-10 words/phrases about who you are
- Try to write as neatly as you can and try your best at spelling

Closure:

Time: 10 min

- Form a circle (as best we can) having each student sit in their own chairs around the room.
- Sanitize hands.
- Explain what a talking circle is:
 - Tradition of many Indigenous communities
 - Focuses on respecting everyone and their ideas
 - Whoever is holding the object that is being used for the circle, is granted the right to speak
 - Anything that is shared within the circle, stays in the circle. Do not repeat knowledge that you have heard from someone else. It is to be kept between those in the circle.
- Rules:
 - One person speaks at a time (person with the object)
 - Pass the object around clockwise
 - You are allowed to say “pass” but you are encouraged to speak if you have something to share
 - If you are not speaking, you need to be respectful to the person who is → look at

the person, listen to what they are saying,
sitting nicely (no wiggling)

- Treat people the way you want to be treated

Have the students share one thing that they
included on their identity web in the talking circle.

Sanitize hands and rock after talking circle is done.

Personal Identity Web Checklist

Name: _____

- Contains 7 – 10 words/ phrases
- Neat and organized to the best of your ability
- Describes both internal and external parts of identity
- Demonstrates a basic understanding of their personal identity
- Recognizes external influences that contribute to their identity

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