Health Unit Plan – The Inner Self

Name: Kiera Brennan

Grade(s): 4/5

Integrated Subject Areas:

Time Frame: Approx. 11 classes

Big Idea: Exploring the inner self

Essential Questions:

1. What is identity?
2. How can society influence/affect my identity?
3. What are my values?
4. How can values impact the decision making process?
5. What are some strategies to help make decisions?

Things to Prepare beforehand:

“The Sneetches” By Dr. Suess
“Stand Tall Molly Lou Melon”

Exit Slip

Bags of 16 paper squares for each student

Lesson 1:

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| Topic:  | Exploring Identity |
| Outcome and Indicators:  | 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. |
| Time:  | 1 period  |
| Materials:  | “Raise Your Hand” by Alice Paul Tapper Identity Web  |
| Procedure:  | * 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
* 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
* Form a talking circle 🡪 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
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| Assessment: | Formative: Class discussion after reading “Raise Your Hand” Personal Identity Web Talking Circle  |

Lesson 2:

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| Topic:  | Factors that Influence Identity  |
| Outcome and Indicators:  | USC 4.5- Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.e) Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity. |
| Time:  | 1 period  |
| Materials:  | “The Bear That Wasn’t” reading Journal entry page Follow Up Question (apart of journal entry page)  |
| Procedure:  | Refer back to identity web made in the first class, add anything Read “The Bear That Wasn’t” <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/bear-wasnt>* Discuss what the bear went through and how everyone else affected his own image of himself
* Make a journal entry about things that affect your identity and how these things affect who you are. (discuss these topics beforehand to give them some ideas about what to write about
* Family
* Relationships (friends, teammates, family)
* Media
* Societal beliefs
* Race
* Language(s)
* Groups you belong to
* Are there any sources that negatively (or could negatively) affect your identity? (think about the bear story)
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| Assessment: | Journal Entry rubric  |

Lesson 3:

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| Topic:  | Society’s Influence on Identity  |
| Outcome and Indicators:  | USC 4.5- Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.e) Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.g) Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination (e.g., feeling inadequate, confident/overconfident, fearful/fearless, limiting/reaching one's potential). |
| Time:  | 1-2 periods  |
| Materials:  | “The Sneetches” By Dr. Suess <https://www.youtube.com/watch?v=PdLPe7XjdKc> “Stand Tall Molly Lou Melon” Discussion Questions Groups Exit Slip |
| Procedure:  | Split the class into 4 groups Watch “The Sneetches” animated video (day1)Read aloud “Stand Tall Molly Lou Melon” (day2)* Discuss how the characters were viewed in each book by others around them
* How did this affect the main characters?
* Did they overcome this challenge? If so, how?
* How can these situations help you build your own confidence?

After the first book has been read and thoughts have been recorded by the group, read the other book and answer the same questions. At the end of the period or periods, have a class discussion about how society and others can alter your perception of yourself and what are some strategies to overcome this. (relate to both of the stories)  |
| Assessment: | Exit slip (at the end of second class)🡪 how can society/ others alter your perception of yourself? Provide a positive and a negative example and explain how both would make you feel as a person. Rubric to follow with exit slip  |

^^ Potentially do the desk/locker tag activity after this lesson ^^

**Brainstorm before**

Lesson 4:

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| Topic:  | Understanding Personal Identity and Values |
| Outcome and Indicators:  | USC 5.4- Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.c) Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/or language. |
| Time:  | 1 period |
| Materials:  | <https://www.youtube.com/watch?v=om3INBWfoxY>Values Survey |
| Procedure:  | * Watch “Wellbeing for Children: Identity and Values” video
* Have the students answer the following questions on a piece of blank paper
* What in life is important to you?
* What do you value in life?
* What do you value in a person?
* What do our values do for us?

Have volunteers share their thoughts. Have the students fill out the survey of things that they value, sometimes value, and do not value * Go through the list as a class and have the students raise their hands for each option of the questions. Have the students pay attention to the different answers and what that may mean on a larger scale of life.
* Have a class discussion about people valuing different things and how it is okay to value different things. Discuss that everyone is different and therefore hold different things to their hearts than others. Values are personal no matter a persons gender, culture, appearance, sexual orientation, abilities, and/or language. You should respect other people’s values even if they do not align with your own. Stay true to your values though.
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| Assessment: | Class discussion  |

Lesson 5:

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| Topic:  | Values and Decision Making  |
| Outcome and Indicators:  | DM 4.1- Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.A) Review factors that affect one's communication and personal responsibility when making decisions (e.g., sharing of limited resources).D) Identify opportunities to demonstrate personal responsibility when making decisions.f) Illustrate how informed decision making is influenced by personal responsibility. |
| Time:  | 1 period |
| Materials:  | Answers to intro questionsJournal PageBags of 16 paper squares for each student“Once Upon a Time” reading (in student booklet)  |
| Procedure:  | Begin this lesson by asking the following questions and having the students record their answers on a piece of paper.  Would you rather wear clothes with patterns or without patterns? Would you rather be on stage or in the audience? Would you rather be an athlete or an artist? Would you rather spend time with your family or with your friends? Would you rather do something with others or work on something alone? Would you rather be healthy but poor, or terminally ill but very rich?Have the students write about what influenced their decision making when answering these questions. As students are writing their thoughts, hand out a bag with 16 squares to each student. Using the 16 squares, students should write a word or two to identify the following: Three favorite activities Five important people in their lives Three goals they have for the future Three favorite possessions Two things they would like to own somedayKeep each category in a separate stack on their desks. Read the imaginary story “Once Upon a Time” and have them follow the instructions after every point. After – talking circle:How did you feel about the decisions you made? Why? Which were the hardest one’s for you to make? Would it have been easier if someone else had made the decisions for you? Why or why not? Was anyone surprised by the squares he or she had left at the end? Do these squares reflect what’s really important to you? If you were to play this game again, would you choose to have different squares at the end? Raise your hand if you would.  |
| Assessment: | Formative: Talking Circle  |

Lesson 6:

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| Topic:  | Decision Making Models and Resources  |
| Outcome and Indicators:  | DM 4.1- Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.1. Review factors that affect one’s communication and personal responsibility when making decisions.
2. Consider the purpose and consequences of communication in making decisions.
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| Time:  | 1 – 2 periods |
| Materials:  | 2 Decision Flow charts for each student Practice Decision Making Scenarios (4 scenarios)“Module D” Scenarios – in student work book  |
| Procedure:  | Ask the students how they go about making decisions. Make a list of ideas that help students make their decisions. * Introduce the decision making model flow chart. Go over how one would go about filling it out to make a decision.
* Have the students practice using this model in pairs/groups with some practice scenarios
* Discuss things that can affect decision making (outside influences, pressure, communication, etc.)
* Have the students practice using the decision making model for a longer scenario – hand in for assessment (from module D worksheet)
* Have the students list people they will need to talk to when making their decision and how they will go about talking to these people.
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| Assessment: | Individual decision making model for longer scenario – follow the flow chart and show how you would make the decision using the chart  |

Lesson 7:

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| Topic:  | “My Identity” Poster  |
| Outcome and Indicators:  | USC 4.5- Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.USC 5.4- Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.DM 4.1- Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. |
| Time:  | 2-3 classes  |
| Materials:  | Large white paper Markers/pencil crayons Pencils Construction paperGlue sticks  |
| Procedure:  | Review material that has been covered: * What is identity?
* How can society influence your identity?
* What are values?
* How can our values influence yourself and your decisions?
* How do your decisions influence who you are?
* What are the parts of the decision making process?

Introduce Project: * Making a poster about who we are and what makes us the person that we are today – think about what we have talked about (personality traits, physical traits, religion, beliefs, values, dreams, goals, interests, influences, peers, etc.)
* Can be a self-portrait with descriptive words around or within your portrait
* Can be an abstract portrait of yourself with drawings that describe/influence you
* Can be a poster with your name on it that has drawings and words/phrases
* Should be colourful, descriptive, full of personal information/drawings
* Someone should be able to look at it and understand more about who you are
* You can use a variety of materials to complete your poster
* We will be presenting these to the class so think about a couple things that you would like to share from your poster
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| Assessment: | Summative: Poster- colourful, informative, personal Presentation- confident, loud |