

Subject/Grade: Grade 4 Health **Lesson Title:** Identity & Influences **Teacher:** Miss. A. Dayman

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.

- b. Investigate information and definitions of self-concept (i.e., thoughts one has about self), self-esteem (i.e., a feeling of pride in self), and self-determination (i.e., right to make own choices) to develop an understanding of identity.
- 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.

Key Understandings: ('I Can' statements)

I can show understanding on self- concept, self-esteem, and self- determination.

I can identify factors that affect identity.

I can identify factors that shape identity.

Essential Questions:

What factors influence your identity?

What relationship affect your identity?

How do your thought, feelings and actions influence your self-concept, self-esteem and self-determination?

Prerequisite Learning:

- They need to know what an influence is.
- Basic writing and drawing skills.

Instructional Strategies:

- Formal lesson
- Group discussion
- Activities to apply new learned concepts.



Stage 2: Determine Evidence for Assessing Learning

Identity and influences informal assessment.

What is one thing that is part of your identity?

I would rate my participation in classroom discussion a ___ today.

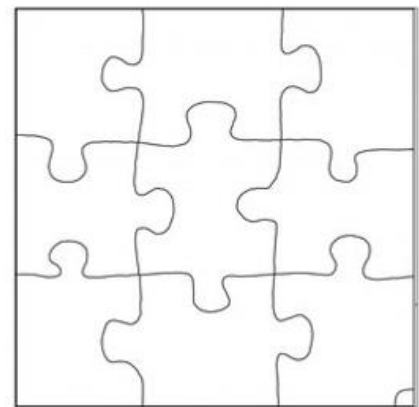
1 2 3 4 5 6 7 8 9 10

Day One- Informal Assessment

-Students will fill in a sheet that reflects on one thing about their identity and a grade scale of 1- 10 about their participation in today’s class which they will self asses then hand in.

MY IDENTITY
What different pieces make up my identity?



Day Two – Formal Assessment

- Students will hand in their identity puzzle for review. Based on the things they wrote they will be given a 1,2,3,4

1-Beginning- Attempted but didn’t show understanding I identity or factors of identity.

2-Approaching- Showed minimal understanding of identity and factors affecting identity.

3-Meeting- Show adequate understanding of identity and clearly listed factors that contribute to their identity.

4- Exemplary- Exhibited strong understanding of identity and made clear explicit factor lists that contribute to their identity.

Overall Mark-
Comments-

Stage 3: Build Learning Plan

Materials/Resources:

- Lesson Slide show
- Miss. Dayman’s First Day of School Book.
- Not My Girl Book
- My identity puzzle sheet
- Matching activity sheet.
- Self assessment sheet

Possible Adaptations/**Differentiation:**

- I will scribe for students who need assistance with writing.
- I will re-explain or describe instructions and content in different ways for students struggling.

Management Strategies:

- Not giving out activity till after directions so students are listening and not distracted.
- Help guide student discussions that are off topic.

Safety Considerations:

- Don't make student share identity puzzle if they don't want to or if they are uncomfortable with sharing.

Day 1

Set (Engagement): (10 min) Okay Grade 4's today we are going to be learning about identity. Does anyone know what identity is? Okay those are all really great answers. Okay now we are going to move on and read a short book I have created. As we go through the book, we are going to pick out different thoughts, feelings and actions in the book and jot them down on the board. These terms are going to act as an introduction to self- esteem, self- concept, and self-determination.

https://docs.google.com/presentation/d/1nghDPnGqcF9i48ipIcwfPqjM_I9_z91jhKRpQ-Nctnw/edit?usp=sharing

Development: (25 min)

Okay now we are going to quickly go over some terms. – for each term (5) ask students what they think it is. Give them time to answer or share ideas as a class. then read of definition and the examples.

Okay now that we know the terminology lets test ourselves. I am going to give everyone a matching page with the words and definitions we just learned. Draw a line to match the word to its definition. Once you are done matching discuss your results with your table group. – *Then hand out matching page.* –

Are there any questions- *After about 5 minutes call students attention back.*

Learning Closure: (5 min)

Okay we are going to wrap up here shortly. But first I will share with you what I thought. Is what I thought? Do you agree or disagree?

Okay now I'm going to hand out a quick sheet one the first line writes one thing about your identity. In the second section circle one of the numbers from 1- 10 on your participation in group discussion. So, if you talked to your peers and to the class you would get 10 if you weren't listening and being silly give yourself a 1. Once you are done the sheet bring them up to me to hand in

Day 2

Set: (15 min) Okay so last class we learned about identity, self-concept, self-esteem and self – determination. Today we are going to continue learning about self. We are going to start off with and indigenous story about self.

The book is Not My Girl- <https://www.youtube.com/watch?v=7TLk96ysYHg>

Okay what types of thing did we learn about the girl's identity in the book? How is her identity affected by her indigenous roots?

Okay now by looking at these photos (Slide 13) of me what things could you tell about my identity? What relationships do you see? What is in my environment or What supports do I have?

Development: (30 min)

Okay now we are going review the terms from last days lesson and matching. - *review terms with students*

Okay now we are going to talk about factors that affect our identity. Some factors that affect are identity are personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender. What are some other things that might affect your identity?

Okay now we are going to do an activity where we explore our identity. I am going to give you this puzzle with the blank pieces and your job is to draw pictures in each piece that show your identity. Draw pictures that represent your relationships, your environments, your supports, your culture, your race etc. I am going to give you 25 minutes to complete your puzzle piece. Then we will share them with our peers.

Learning Closure: (5 min)

Okay we are now going share what we have created with our peers. If you don't want anyone to see and it is personal tuck it away into your desk. If you are willing to share, please leave it face up on your desk. Okay when I say go, we are going to get out of our chairs and walk around and look at our peers' puzzles. Okay go. -Okay now head back to your chair grab your puzzle and hand it in right here on my desk. After I had looked over the puzzles, I would hand them back and encourage students to share them with their family supports. This would help to bring parents into the conversation about identity we are having in the classroom.

Resources

Lesson Slide Show-

https://docs.google.com/presentation/d/10gtyd8TWoBnYsDTOTv3tSk9b9H489nO_vnDaM8uOkr4/edit?usp=sharing

Not My Girl Book-

<https://www.youtube.com/watch?v=7TLk96ysYHg>

Miss. Dayman's First Day of School-

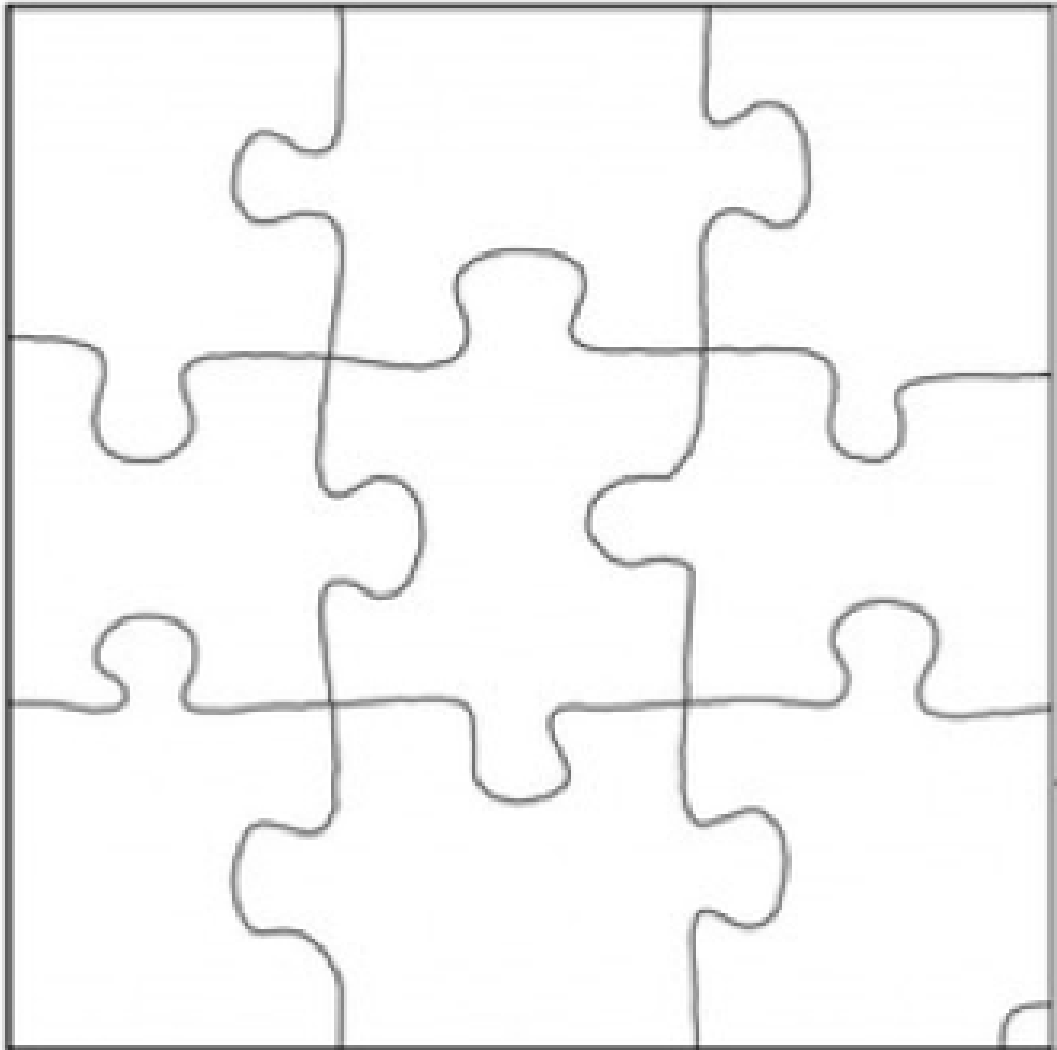
https://docs.google.com/presentation/d/1nghDPnGqcF9i48ipIcwfPqjM_I9_z91jhKRpQ-Nctnw/edit?usp=sharing

Stage 4: Reflection

Not available until I teach lesson.

My Identity.

What relationships, behaviours, attitudes, environments, stereotypes, culture and gender etc.?



Name _____

Identity

How you see your behaviour, abilities and unique characteristics.

Self- Concept

The distinguishing character or personality of an individual.

Self- Esteem

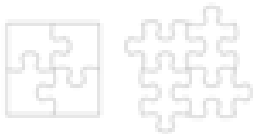
The state of being related or connected.

Self- Determination

Feeling good about the type of person you choose to be.

Relationships

Is the belief that all people have the right to control their own lives and make choices for their futures





Identity and influences informal assessment.

What is one thing that is part of your identity?

I would rate my participation in classroom discussion a ____ today.

1 2 3 4 5 6 7 8 9 10

Resources

Dayman, A. M. (2021) *Identity Notes*.

https://docs.google.com/presentation/d/10gtyd8TWoBnYsDTOTv3tSk9b9H489nO_vnDaM8uOkr4/edit?usp=sharing

Dayman, A. M. (2021) *Miss. Dayman's First Day of School*.

https://docs.google.com/presentation/d/1nghDPnGqcF9i48ipIcwfPqjM_I9_z91jhKRpQ-Nctnw/edit?usp=sharing

Jordan-Fenton, C., Grimard, G., & Pokiak-Fenton, M. (2017). *Not My Girl*. Annick Press.

Hughes. (2021). *Not My Girl Read-Aloud*. *YouTube*. Retrieved October 24, 2021, from <https://www.youtube.com/watch?v=7TLk96ysYHg>.