

Subject/Grade: Health/Grade 4		Lesson Title: Identity	Teacher: Mrs. Mogg
Stage 1: Identify Desired Results			
Outcomes/Indicators: USC4.5: Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. (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). (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. (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. (e) Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.			
Understandings: I can define what self concept, self esteem and self determination are and give examples in how they form my identity. I can identify how culture, environments and relationships with others can affect ones identity. I can understand that how I feel and how I describe myself is how I define my identity I can listen to and understand how others define and value their identity. I can communicate my ideas of personal identity and my own identity to others.		Essential Questions: Who am I? What is identity? How do we define and value self? How do we form and shape a personal identity? How is our identity influenced by our relationships with others?	
Students will know.. -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) -ways that others define and value self -how identity" as being related to how one "feels" on the inside -what factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.	Students will be able to.... -define and value self -define self in relation to personal qualities, characteristics, and cultural definitions. -Communicate a personal understanding of identity. -Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one's identity.		
Instructional Strategies: Direct Instruction: Instructions for activities Interactive Instruction: Brainstorming, co-constructing anchor charts(co-operative) for Medicine wheel and talking circles, jigsaw groups(co-operative), think pair share (collaborative) Indirect Instruction: Asking the essential questions(inquiry), scavenger hunt for medicine wheel, reflexive discussions. Experiential Instruction: Dice game, constructing talking stick (art infused), participation in talking circle Journalling			

Stage 2: Determine Evidence for Assessing Learning	
<p>Diagnostic: to evaluate the students current understanding and knowledge (identity, medicine wheel, talking circles)</p> <p>Formative: Exit card: 3-2-1 (Questions are stated in the development)</p> <p>Formative Exit card for other aspects of identity</p> <p>Formative: Think-Pair-Share</p> <p>Formative: Post it notes</p> <p>Formative : Journal entry reflection on post it notes</p> <p>Formative: Talking Circle</p> <p>Assessment Rubric</p>	
Stage 3: Build Learning Plan	
<p>Wonder and Question What is Identity?</p> <p>Day One:</p> <p>Introduction</p> <p>Hook:</p> <p>Teacher will open up the class by posting a picture of herself covered with a question mark on the board surrounded by her basic identity descriptors, based mostly on physical characteristics, likes and dislikes, and a few personality traits. (examples, I have blond hair, I have c=blue eyes, I have 4 cats, I am a mother, I am a wife, I like to read, I value kindness, I love to learn, I love to teach, my favorite color of top to wear is blue)</p> <p>Teacher will ask the class to look at the board and discuss what categories or groupings they see? Can you name them? What are they describing?</p> <p>Looking for the students to recognize that they are describing a person. Students should also be able to categorize descriptions into groups of physical appearance, likes and dislikes, personality traits.</p> <p>Who do you think this is describing? (deliberate information such as detail of cloths the teacher is currently wearing in description will point to answer)</p> <p>Once students think about applying those characteristics, they will likely figure out who it is describing, the teacher!</p> <p>Transition:</p> <p>Teacher will remove the question mark exposing the picture, and then ask the students what they think we are going to be learning about.</p> <p>After getting the answer of Identity, the teacher will have the class do a group brainstorm to assess current knowledge on the topic: What makes you you? What makes up your identity?</p>	<p>Materials/Resources:</p> <p>Smart board or screen/laptop or print outs of visual aid documents needed and provided in links</p> <p>Markers and flip chart</p> <p>Tape to tape up anchor charts</p> <p>Student's need pen or pencil and journals</p> <p>6 colors of post it notes or small cut pieces of paper in six colors</p> <p>dice, 1 per student and 1 for the teacher 1 piece of felt fabric for rolling dice on</p> <p>Print out 1 of each of the worksheets for medicine wheel scavenger hunt</p> <p>Access to a printer to print images</p> <p>Craft supplies for talking stick: Sticks from nature, feathers, beads, ribbon or leather wrap, paint, and glue</p> <p>Picture of the teacher</p>

<p>This activity assesses previous knowledge and gets students wondering about the topic.</p> <p>The teacher will expect lots of examples similar to physical characteristics,, like and dislikes and personality traits. When brainstorming slows down, write up the essential questions:</p> <p>What is identity? How do we define and value self? How do we form and shape a personal identity? How is our identity influenced by our relationships with others?</p> <p>The teacher will then ask the students if they can think of anything else that could make up a person's identity? Continue brainstorming for a little longer, then introduce a game to help us explore this.</p> <p>Activity #1: Dice Game (5-10 min)</p> <p>The teacher will distribute 1 die to each student with a piece of felt to roll on, to help quiet the sound to accommodate any students who are sensitive to noise and/or distractions. Students will also each be given a stack of 6 different colours of post it notes, or similar sized paper pieces.</p> <p>The teacher will provide written instructions that will remain visible, and also explain the directions verbally with the class</p> <p>The teacher will make clear to students that the expectation is that they participate by wondering about the questions they are being asked and recording the answers. The teacher will begin by modelling the game.</p> <p>While the class is actively participating the teacher will circulate the classroom and observe the students, making sure that each student is accumulating a sufficient number of answers and that there are no confusions or questions about the game. When rolling slows down and the teacher can see the students are taking longer to come up with answers, the teacher will give them a few more minutes to allow students time to think more deeply.</p> <p>Transition:</p> <p>To complete the game teacher will collect dice and ask students to set their answers aside as we are going to use them in our next activity where we are going to organize them in a very special way! The teacher will post a picture or display an image using a smart board of a blank medicine wheel. (see link for medicine wheel image)</p> <p>The teacher will then initiate a class brainstorm on what it is and what they know about it? This will assess previous knowledge about both the medicine wheel and talking circles, as well as engaging the students' curiosity about them. The teacher will write down all the ideas students have.</p> <p>Activity #2: Medicine Wheel Scavenger Hunt</p>	<p>Dice Game Rules</p> <p>medicine wheel image</p>
---	--

Then the teacher is going to instruct the class to break into groups for a scavenger hunt offering the students a choice of tasks, using the 4 corners method (corners will be identified by taping the worksheets up to the wall). In each corner there will be a workstation equipt with the worksheet and resources they need to complete the tasks. If not enough computers are available the teacher can print off articles ahead of time.

Four Corners

1. Research Medicine Wheel Facts
2. Research Medicine Wheel Facts
3. Research Medicine Wheel Facts
4. Medicine wheel images

Students will be given 10 minutes to conduct scavenger hunt activities
Then the class will then co construct an Anchor chart in the form of a big medicine wheel reflecting all the knowledge both intellectual and visual that the students have just gathered.

Transition

The teacher will direct the class to further examine the 4 aspects of life, do they see any connection to identity?

Physical, Spiritual, Emotional, Mental.

Activity 3: Medicine Wheel and Identity

The teacher will ask students to write their first name and last initial on the back of there post it notes (ensuring students that no one will see names, but so that the teacher can return them to the students later) and then have them come up and place them each in the quadrant they think they fit, and if they think they fit in more than one area to place them to the right or If they don't think they fit in any of the quadrants to place to the left. Teacher will label this on the right and left to indicate it fits in more than one quadrant and doesn't fit in any quadrant.

Teacher and students will then go over the answers in the quadrants, asking why are we putting it in that quadrant vs another? Are we seeing any similarities or differences? I am assumption that patterns of coloured post it notes should be observed (each question/color code was designed to match a quadrant: see below:

Spiritual: I believe/I value (blue)

Mental: I will (goals), I am leaning (orange)

Physical: I can/I have/ I am (purple)

*I live in/have lived in, spent time in/at might get placed here) (yellow)

Emotional: I feel (green)

Relationships: who are you to other people? might not get placed in a quadrant, place to the side. (red)

Important discussions will occur specifically about other colours placed in other quadrants, and class can discuss why they might be placed there.

Discussions about the ones that don't fit on, and why? How does place/culture/relationships affect your identity?

Focus on interconnectedness of everything, like the medicine wheel

[Medicine Wheel group 1](#)

[Medicine Wheel group 2](#)

[Medicine Wheel Group 3](#)

[Image Hunt for Medicine Wheel](#)

This will allow class to participate in active wondering and critical thinking about these ideas, and also allow the teacher to formatively assess the thinking of the students and can reference names on the post it notes for their evaluation.

Closure to lesson

Review what we learnt about today:

“Today we learnt about the medicine wheel and how it can be applied to learning about our identities. We learnt that identity is about more than physical characteristics and likes and dislikes but also includes what?” The teacher will wait for the student responses

Exit card: Can you list the following:

1. What is one example of your identity from each of the quadrants?
2. What is one thing you learned about medicine wheels?
3. What is one wonder or question you have about identity?

Day 2

Introduction:

Teacher will ask questions to get students to remember what they learnt last class, also allowing the teacher to see how much knowledge was retained by class.

Who can tell me what we talked about in our last class?

What are the 4 quadrants of the medicine wheel?

What sorts of questions did we answer last time?

Where did they fit on the medicine wheel?

Teacher will then put the medicine wheel anchor chart back up on the wall for future reference.

Activity #1 Jig saw Puzzle

Today we are going to explore a few other concepts that are apart of a person's identity:

Jigsaw puzzle: Break out into groups and choose activity using 4 corners again,

1. self esteem
2. self concept
3. self determination
4. pictures displaying self esteem, self concept, self determination

Each group will report back to the class on what they learned, as the teacher records information on a flip chart. The Picture group will go last, assigning their pictures to each designated concept and talk about what they choose each image.

Teacher will recap making sure to highlight these facts:

Self concept is what you know about yourself

Self esteem is how you feel about those things

Self determination is the belief that you can control your future, to have a goal and pursue it!

These will become co-constructed anchor charts.

References/resources

<https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>

<https://www.saymag.com/the-seven-lessons-of-the-medicine-wheel/>

https://teachingtools.ophea.net/sites/default/files/fn-dpa-appendices/en/11x8.5_ophea_fndpa_appendices_screen_g.pdf

<https://www.verywellmind.com/what-is-self-concept-2795865>

<https://www.verywellmind.com/what-is-self-esteem-2795868>

<https://www.verywellmind.com/what-is-self-determination-theory-2795387>

<http://aboriginalperspectives.uregina.ca/tipianaquod/lessons/socialstudies/talkingrocks.shtml>

https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html#:~:text=%20Talking%20Circle%3A%20Fact%20Sheet%20%201%20Participants,rock%20or%20pencil%20is%20sometimes%20used...%20More%20

[Saskatchewan Curriculum Guide](#)

[Treaty Education Outcomes](#)

<https://www.youtube.com/watch?v=qYU4OgMDSjM>

<https://www.stf.sk.ca/professional-resources/stf-professional-learning/resources/instructional-practices>

[Links for research on self concept, self esteem and self determination:](#)

<p>Activity #3 Class brainstorm and Think Pair Share</p> <p>Lets brainstorm again!! What other factors do you think can affect identity?</p> <p>Teacher will write up all ideas, looking for reference to the following factors:</p> <ol style="list-style-type: none"> 1. personal attitudes 2. supportive environments 3. accomplishments 4. positive thinking 5. media stereotypes 6. culture 7. gender <p>How do these fit into the medicine wheel? Teacher will write them all on post it notes and the class will discuss where they should be on the medicine wheel and why, or how they are interrelated to it.</p> <p>Teacher will ask students to break out into a think pair share partners</p> <p>Students will pick 2 of the above factors and think of a personal example of how that factor has affected their identity. Students will then share their thoughts with their partners.</p> <p>The teacher will then hand back the students their post it notes from activity #1, and Students will then be asked to reflect on the things they know about themselves (the post it notes) and to pick three to journal about:</p> <ol style="list-style-type: none"> 1. Identify 3 self concepts 2. Reflect on how you feel about each one, and how that affects your self esteem, 3. How do these qualities help you set and reach a goals. <p>Teacher will lead with a personal example.</p> <p>“I believe in change”</p> <p>“I feel good about the changes that are happening in my life”</p> <p>“Believing in and feeling good about change has motivated me to go back to school as an adult to become a teacher.”</p> <p>Formative assessment, allows the teach to see that the students understand and can apply the concepts of self concept, self esteem and self determination</p> <p>Transition:</p> <p>“Now class we have spent a lot of time learning more deeply about ourselves and who we are, we are going to share that with each other in a traditional talking circle. So the firstling we have to do is find out what a talking circle is. This is an activity we are going to use a lot in the upcoming months.”</p> <p>Activity #2 Jig saw puzzle for Talking Circles</p> <p>Then the teacher is going to instruct the class to break out into groups, offering the students a choice using the 4 corners method. In each corner there will be a workstation, each equipped with the resources/worksheets/materials they need to complete the tasks.</p>	<p>Possible Adaptations/ Differentiation:</p> <p>Adaptations for ESL students or other students with reading and writing comprehension difficulties:</p> <ul style="list-style-type: none"> -pictures and diagrams have been included within the instructions and anchor charts so aid them in comprehension. -Scavenger hunt and Information gathering activities include an option to search for images, allowing them to contribute effectively and increase their confidence in contributing to the group. -All exit cards, journal entries that require writing can be done through the use of voice recording. The teacher can provide students with audio of the question and allow them to answer by verbally recording their answers by speaking into the teacher's cell phone recording app. <p>Adaptations for students with auditory sensitivity:</p> <ul style="list-style-type: none"> -felt material for rolling the dice on for the dice game. -sections of group work to be completed in separate corners of the classroom, to allow for a quieter work environment. <p>Talking Circle Research Links:</p>
--	---

<p>Four Corners</p> <ol style="list-style-type: none"> 1. Talking Circles fact #1 2. Talking circle rules #2 3. Talking circle and talking stick images 4. Designing our talking stick <p>Class will co-construct an anchor chart for talking circle, answering these questions:</p> <ol style="list-style-type: none"> 1. What are talking circles based on? & What are some interesting facts about talking circles? 2. What are the rules? 3. Images of talking circles in action and talking stick images <p>Then group 4 will present the talking stick they made</p> <p>Closure: activity #3: participating in a talking circle</p> <p>The teacher will invite students to participate in a talking circle outside in nature, so that students can connect with each other while connecting to nature. Before going outside students will be asked to be prepared to share 3 of their post-it notes with the class, that they believe is the most important in forming their identity. Students will also be asked to bring their journals and a pencil with them for final class activity. Before going outside the teacher will have the students write down the 3-2-1 questions in their journals. (see below)</p> <p>Once outside and in proper talking circle formation, the teacher will quickly ask for a review of the rules and then the teacher will lead to help model what she is asking students to do.</p> <p>When the talking circle is complete students will be given one final exit card (3-2-1), with a pencil, to complete outside in nature on their own.</p> <ol style="list-style-type: none"> 1. 3 examples you heard and understood in the talking circle, and explain how that would affect an individual's, self esteem and self determination 2. 2 examples of other factors that affect a person's identity 3. 1 question you still have? 	<p>Safety Considerations: In Depth and personal topic: -remind students of appropriate behaviour and respect for individuals personal contributions.</p> <p>Covid Adaptations - Think Pair Share done in groups of 2 by sharing with individuals in front or behind you, to avoid moving around the classroom. -4 corners research tasks, print out enough copies of the article so that each member can read their own in their group to avoid crowding around a screen or cross transfer of touching the same paper - when posting post it notes, have students come up in groups of 2-3 to avoid crowding around the anchor chart. -talking circle is already outside but can have students space themselves out for proper social distancing. Have all students sanitize their hands once in the circle so that passing the talking stick can be a safe practice.</p> <p>Management Strategies: Setting expectations for Think Pair Share as well as rules for respectful class discussions. Instruction on respectful practice of talking circle and the rules. Reminder of Covid personal distancing measures.</p> <p>CSCH addressed: Family and Community: Lesson focus's on learning about our identities and those of our classmates, while incorporating Indigenous ways of knowing and First Nations cultural activities. Teaching/Learning: Other ways of knowing, medicine wheel and talking circles.</p>
--	---

Stage 4: Reflection

Professional Development Goal is...

I have designed the activities to allow for many opportunities for formative assessment which allows me to follow the cycle of observing and collecting information that I can analyze to see where students are at, allowing me to make important instructional decisions and allowing me to make appropriate modification to help support students that need help. It is my belief that all students deserve a classroom and a teacher that can observe where they are, what they need and then make the necessary changes, whether it be a more inclusive classroom, different teaching strategy, or some words of encouragement. My goal is to not be too attached to what I have created and to be accepting if the lesson plan needs to be adapted to create a safe and effective environment for all learners.