



Master of Educational Technology Program

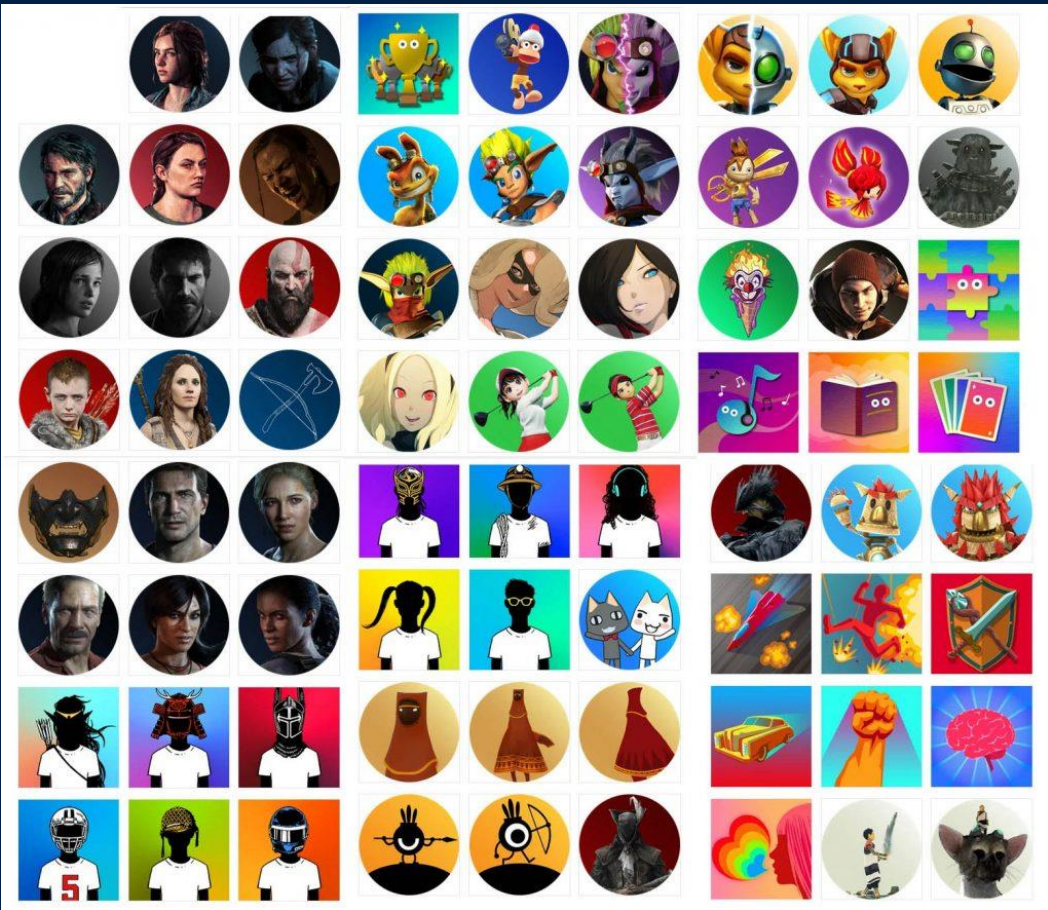


Image source: <https://www.thesixthaxis.com/2020/10/16/free-psn-avatars-ahead-of-ps5-launch/>

Inclusive Makerspace Provocation

What makes our identity?

- Learning requires exploration of one's identity.

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Overview of the provocation

This lesson is part of a unit that explores digital identity for Grade 4 -6 students. Learners will investigate the influences on our identities. They will identify and determine which factors are most significant to them based on their personal beliefs, interests, hobbies, cultural backgrounds, and families. They will also examine how these elements interact and impact the process of identity creation.

Materials and Resources Required

Materials may include any or all of the following:

- Student learning journal
- YouTube video link
- Pencils, markers, crayons
- Laptops or iPads
- Avatar creation apps/software
- Links to menti.com (teachers may need to create their own mentimeter.com accounts and slides)
- Paper
- Identity Diagram worksheet



Scan to see a list of Avatar creation apps



Scan to see a list of Avatar creation websites

Inclusive Maker Provocation Instructions

Part 1:

Think-Pair-Share: Turn to your neighbour and share.

- What does the word “identity” mean to you?
- What kind of things or factors contribute to your identity?

Part 2:

Watch “Identity Explained for Children | Pop’n’Olly | Olly Pike [CC]” by visiting <https://youtu.be/eRzRAh2M2Ao> or scan the QR code below. Write down your thoughts in the learning journal. What do you wonder? What do you want to clarify? What did you find surprising?



As a class, discuss the following questions:

- What parts of our identity are essential? What parts are not as important?
- What parts of our identity stay the same throughout our whole lives? What parts of our identity might change?

Part 3:

Complete the following tasks in sequence:

1. In your learning journal, write down 10 things that shape your identities.
2. Use a laptop or iPad to visit www.menti.com, and enter the code 48872267. Or use the QR code.

Join at [menti.com](http://www.menti.com) use code 4887 2267

Mentimeter

Instructions

Go to
www.menti.com

Enter the code
4887 2267



Or use QR code

3. Select three factors that you think are most important in shaping your identity and enter them in the menti.com survey.
4. Take a look at the word cloud generated. What did you find? What are some critical core values or elements? What are some not-so-important ones? Is there anything that surprises you?

Part 4:

Fill out the Identity diagram (refer to Appendix 1). Feel free to add anything that you think is also essential in shaping your identity on the diagram.



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Identity

Our identity is not just one thing. In fact it is made up of lots of different things. What makes up your identity? Fill in the boxes. Can you share your answers with a friend?

The diagram features a central white outline of a human figure. Six lines radiate from the figure's torso to connect it to six surrounding rounded rectangular boxes. Below the figure, the text "Name:" is followed by a dashed line for writing.

- Top-left box: Where am I from?
- Top-right box: What is important to me?
- Middle-left box: What do I like?
- Middle-right box: How do I look?
- Bottom-left box: What is my personality?
- Bottom-right box: What are my beliefs?

Name:

Part 5:

Based on your identity diagram, design an avatar that you may use online.

Design format options:

No-tech: Use markers/pencils/crayons to draw your avatar on a piece of paper.

Low-tech: Use an avatar creation app, such as Bitmoji and Avatoon, to create your avatar.

High-tech: Use a web-based avatar creator, such as Second Life and Avatar Maker, to create your avatar.

Refer to the material and resource section to access lists of avatar creation apps and websites. Visit this page to see some avatars designed by children. <https://www.learninga-z.com/site/resources/breakroom-blog/avatar-contest-winners>



Part 6:

Share your avatar on the class My Avatar Padlet board at <https://padlet.com/amandalin430/my-avatar-gnqg4a65yid20f39> (or scan the QR code). Be sure to include a description for your avatar.



Critical Questions for Consideration

For educators:

- How might you integrate this provocation with your initiatives of the BIPOC, indigeneity, culture, decolonization, and/or anti-racism projects?
- How might you modify this provocation for a younger or an older audience?
- What curricular contents can you link with this provocation? What curricular competencies might this provocation reflect?
- How can you ensure that this identity provocation is inclusive and situated within the EDIDA (Equity, Diversity, Inclusion, Decolonization, and Anti-Racism) frameworks for your class?

For students:

- What makes our identities?
- What makes you you?
- What parts of our identities will stay the same? What parts of our identities may change? Why?
- What parts of our identities are essential? What parts are less important?
- What are you interested in exploring further about your identity?

Background/ Additional Information

As stated in the First Peoples Principles of Learning, learning requires the exploration of one's identity. Understanding and embracing their identities help learners develop a sense of belonging and purpose in their educational journey. By exploring their identity, learners can better understand their values, beliefs, and cultural heritage, allowing them to make meaningful connections to the content they are learning. To help students understand why it is important to know one's identity, visit one of the following websites.



[Identity](#)



[The importance of a Child's Social Identity](#)



[Why Identity Matters and How It Shapes Us](#)

Inclusivity Focus

It is important to consider how you can ensure inclusivity during every step of this provocation. Are there any physical, cognitive, social, emotional, cultural, or linguistic factors that are hindering your students from learning the core concept of this provocation? What adaptations and modifications can you do to help minimize these barriers? Please see the accommodations list [here](#) or scan the QR code for some ideas.



No-Tech, Low-Tech, High-Tech Options

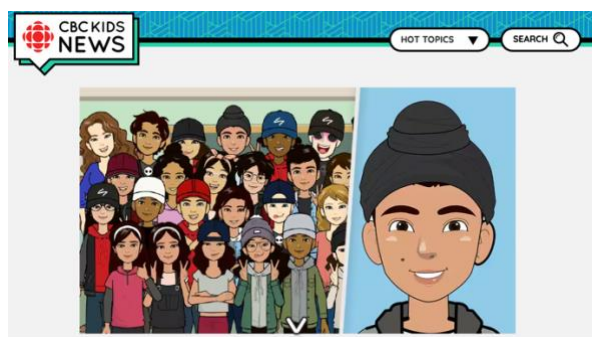
This provocation incorporates a number of no-tech, low-tech, and high-tech tech components that allow students to practice their digital skills while working on the provocation. In addition, students can choose to design their own avatar through no-tech, low-tech, and high-tech options presented, from drawing with markers to designing their own on online avatar creation platforms. Students also have the option to showcase their avatar creation on paper or through Padlet.

Extension

After students finish designing their avatars, watch the video “Online Avatar Identity” by Melanie Billing at <https://www.youtube.com/watch?v=t4H1vfkSxdY> (or scan the QR code) and discuss the impact of avatars on our identities through self-expression.



Read this article on CBC Kids News to find out how a 13-year-old could not find an avatar to represent him, so he helped create one at <https://www.cbc.ca/kidsnews/post/this-kid-couldnt-find-an-avatar-that-looked-like-him-so-he-helped-create-one> (or scan the QR code). Discuss what you would do in this situation. Have you had a similar experience?

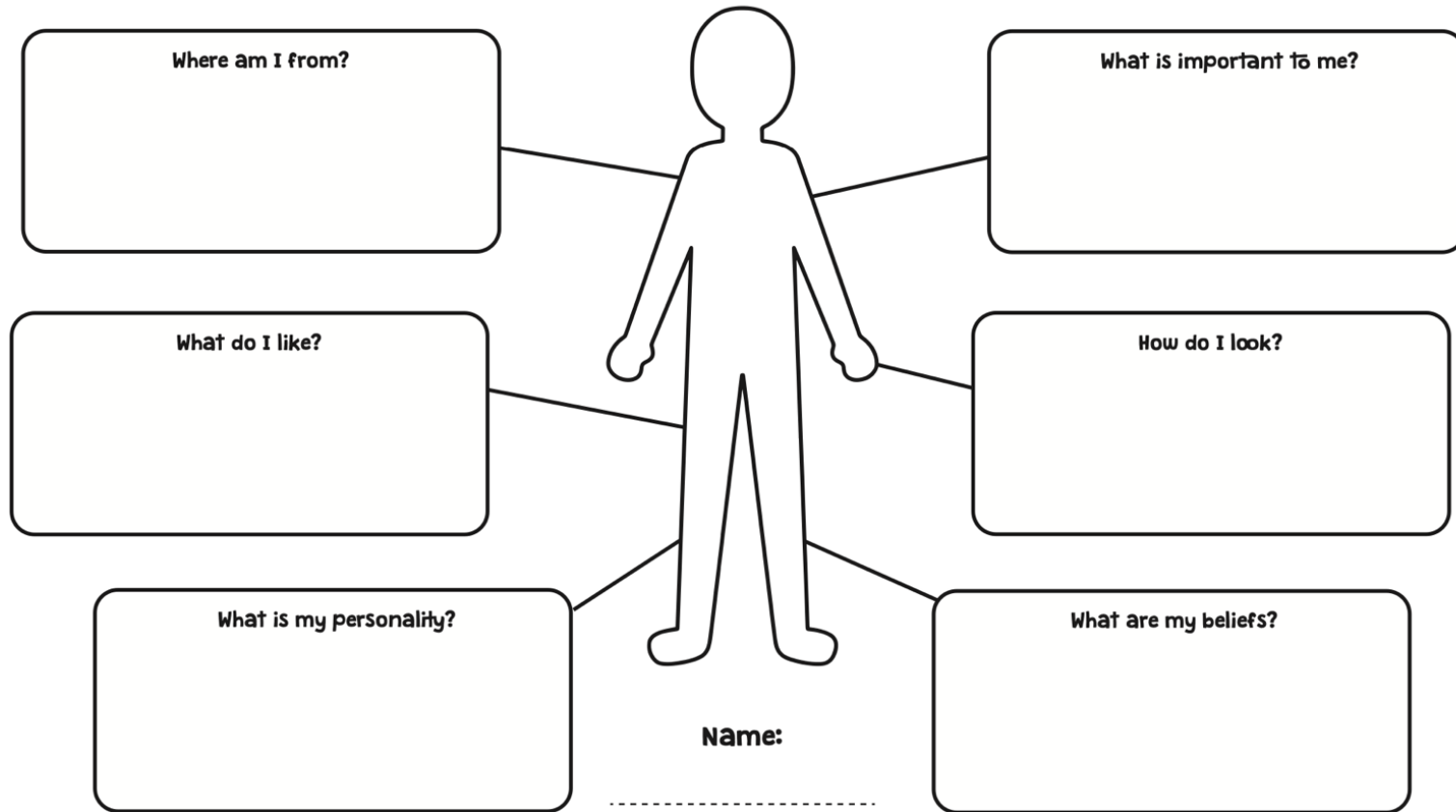


Appendix 1 Identity Diagram

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Identity

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Can you share your answers with a friend?



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