



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 9-12	Date(s):	Duration: TWO 80 MIN CLASS PERIODS (160 MINS)	Lesson Topic/Title: Who Am I? Exploring my Identity, Power and Privilege.
Subjects: ADST/SOCIAL STUDIES		Number of Students: 20-30	
Big Ideas: Social, ethical, and sustainability issues can create design opportunities to solve real-world problems and create advocacy on social justice issues. Social justice frameworks along with design learning can be used to address real-world social, ethical, and sustainability issues.			
Curricular Competencies: <ol style="list-style-type: none">1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.2. Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)3. Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)			
Content Objectives: Exploring self-identity and an individual's relationship to others and how that impacts perspectives on social justice issues.			

<p>General Objectives: Students will:</p> <ul style="list-style-type: none"> - Identifying your own self-identity, power, and privilege. - Reflect and understand different perspectives and how this impacts our views/beliefs on issues. - Analyze and assess how inquiry process learning can provide knowledge on social justice issues. - Engage in learning that is reflected in exploring one's identity (First Peoples Principles of Learning). 	<p>Specific Objectives: Students will:</p> <ul style="list-style-type: none"> - Apply inquiry process learning to research and assess a social justice issue <ul style="list-style-type: none"> - Ask, investigate, create, discuss, and reflect - Utilize research skills to find information on their issue. - Reflect on their own self-identity, views, beliefs, and values and how this may impact the way they view or assess social justice issues and the perspectives of others. - Create effective inquiry questions

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*
Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

-Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.

-Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

-The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Collected from: <https://curriculum.gov.bc.ca/competencies>

- LEARNING GOAL(S)** I can... I will....
1. Students will create an identity iceberg to reflect on their own identity, power, and privilege.
 2. Students will understand how to create an inquiry-based learning question.
 3. Students will define power and privilege and connect it to a larger societal, ethical, and sustainable issue of their choice.

4. Students will reflect and analyze their own biases and how it impacts their views and perspectives.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Understand their final maker challenge and begin to think about a social, ethical, and sustainable issue.
- Understand how to define and identify what an important social, ethical, and sustainable issue is.
- Students will begin to analyze their ideas and thoughts connected to design, maker mentality, and solving real-world problems or social justice issues.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
 - **Students will be offered multimodality choices for forms of assessment and demonstrate their understanding depending on their learning needs.**
 - **Students will be offered support for differentiated learning and all abilities.**
 - **Students will be discussing key components of the EDIDA framework in connection to identifying power, privilege, and their own identity and assessing how this may impact their own biases, prejudices, and views towards minority/marginalized groups.**
 - **Students will be reminded that inclusivity and decolonization work is an important and ongoing journey that will be reflected throughout their unit/lesson plans.**
 - **Students will be exposed to a variety of different social, ethical, and sustainability issues that are connected to equity, diversity, inclusion, decolonization, and anti-racism frameworks.**
 - **Students will utilize and engage in multiple forms of First Peoples Principles of Learning**
- *Consider what materials you will use*
 - **Students will be offered choices to use no-tech, low-tech, and high-tech options that are available in classrooms, while also recognizing that many school districts may not be offered an equal choice in all materials.**
 - **Students will have the option to choose materials that they feel the most connected to and have accessibility to.**
- *How will you ensure all voices are included and heard?*
 - **Students will have opportunities to discuss, collaborate, and self-reflect on their experiences and opinions.**
 - **Students will be reminded about the importance of being respectful and open to hearing and listening to all views and perspectives, regardless of their own.**
 - **Students will not be pressured to share personal experiences or reflections that may be triggering and/or create a barrier in their learning opportunities**
- *From what lens will the content be delivered?*

- **The content will be delivered from an inclusive, diverse, and open lens that allows all perspectives and views to be heard and respected throughout the classroom and community experience.**
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - *Students will be given opportunities to research and explore websites that represent culturally diverse populations on a local, regional, and global level.*
These websites include:
 - <https://www.unesco.org/en>
 - <https://www.amnesty.ca/>
 - <https://sdgs.un.org/goals>
 - https://youthcivilrights.org/portfolio_page/teaching_for_socialjustice/#
 - <https://www.learningforjustice.org/classroom-resources/texts>
 - <https://www.hrw.org/>
 - <https://www.gettingsmart.com/2018/03/22/7-real-world-projects-that-allow-students-to-tackle-big-problems/>
 - <https://tc2.ca/en/creative-collaborative-critical-thinking/resources/cc-critical-challenges/>
 - *Students will also be given opportunities and options to share their own cultural identities, stories, and personal experiences in a safe, comfortable, and respectful environment.*
 - *Students will be given opportunities to hear/share stories from different cultural, race, and ethnic perspectives that are reflective of first-person experiences*

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

1. Students will be offered multimodal summative and formative assessments throughout.
2. Students will be delivered content visually, orally, and through audio taking into consideration the accessibility and learning needs of the classroom community.
3. Students will be encouraged to utilize materials that are accessible to them (no-tech, low-tech, and high-tech options will be optional and flexible choices)

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

1. Accommodations and modifications will be reflected for each student and IEPs will be assessed and analyzed to meet the learning needs of each student in the classroom community.

MATERIALS:

1. *Projector and Laptop*
2. *Teacher resources (digital and physical as listed below)*
3. *Play-Doh or modeling clay, cardboard, foam, pipe cleaners, and/or any other no and low-tech maker materials.*
4. *High Tech Maker materials if accessible (3D Printers or MakeyMakey)*
5. *Paper, Pencils, Pencil Crayons or Markers*
6. *Desktop computers, laptops or mobile devices for students or groups (if available)*
7. *Internet access*
8. *YouTube videos as listed below.*
9. *A platform to share information, stories, and findings digitally. (Google Drive, TEAMS, Zoom, etc)*
10. *Website [Facing History and Ourselves](#)*
11. *Identity Iceberg Worksheet from [CCDI.CA](#)*
12. *Padlet software or similar (No-Tech option: Chart paper, chalkboard, or whiteboard)*
13. *Reflection Handout*

INTRODUCTION/MINDS-ON

WHAT IS IDENTITY? 15 MIN

BEFORE: Remind students about respecting people's thoughts, opinions, and stories. Ask students to listen with an open mind and heart while also remembering to be respectful of everyone's views and stories.

1. Students will watch the short film "Identity" by Kahlil Adames <https://youtu.be/ikGVWEvUzNM>
 - During: have students write down any words, thoughts, or emotions that come to mind when watching the film.
 - After: Have students discuss their findings and share with the class or partners (allow sharing to be optional)
 - Ask: What did the mask represent? Have students share with the class or partner.
2. Define Identity, and write it on the board. How did the short film represent or symbolize identity? Discuss the definitions below and have students copy them down in any way that is accessible to them.

CRITICAL GUIDING QUESTIONS:

1. What is identity and is it defined?
2. How do we connect our experiences, stories, and personal values/beliefs to our identities?
3. How is our identity shaped by our social, historical, family, and political contexts/relationships?

<p>a. As defined by facinghistory.org, <i>“The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical factors, and social and political contexts.”</i></p> <p>b. <i>“Identity refers to our sense of who we are as individuals and as members of social groups. It also refers to our sense of how others may perceive and label us. We develop ideas about our identities and the identities of others through our interactions with people close to us, like our family and friends, our schools and other institutions, the mass media, and our encounters with other individuals. Sometimes we don’t even realize that we have these ideas because we don’t remember learning them.”</i> (Facinghistory.org)</p>	
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 (Provocation/Challenge) 25 MIN</p> <p>Provocation: Who Am I? What does this mean?</p> <ol style="list-style-type: none"> 1. Handout the identity iceberg worksheet (see below) 2. Have students complete the identity iceberg as it applies to them 3. Allow students time to think and reflect personally, but do not allow them to share with others as of yet. 4. Students are encouraged to use colours such as crayons, pencil crayons, pastels, or markers while completing their first iceberg. Students can use colours that are reflective of who they are, their likes, history, relationships, etc. <p>B) EXPERIENCE 2 (Provocation/Challenge) 40 MIN PLUS NEXT CLASS</p> <p>Challenge: What is Power and Privilege? How is it connected to my identity and how others perceive me or how I perceive them?</p> <ol style="list-style-type: none"> 1. Have students watch the Video “Power, Privilege and Oppression” <ol style="list-style-type: none"> a. DURING: Have students write down their definitions of power, privilege, and oppression using the video. b. AFTER: Have students share their answers with the class. Educators can point to the following main points and provide examples from Safeatschool.ca and msw.usc.edu: 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What does identity mean and how is it reflected in my own life through the connections of my personal experiences, stories, challenges, beliefs, and values?</p> <p>How are the terms power, privilege, and oppression defined?</p> <p>How do others perceive my identity and how is this reflective of my power, privilege, and/or oppression?</p> <p>How does my identity impact the way I perceive and view others?</p>

POWER: Having certain automatic or unearned advantages over other groups of people.

PRIVILEGE: Advantages that give greater access to certain social, political, and cultural benefits, such as higher social status and income levels, positions of authority, and greater control over decision-making.

OPPRESSION: Oppression is the result of the use of institutional privilege and power, wherein one person or group benefits at the expense of another.

- c. DISCUSSION: Have students share examples of Power, Privilege, and Oppression they have witnessed or experienced in school, their community, or in other social or political settings.
- d. ASSESS: Have students look back at their Identity Icebergs and indicate which elements of their identity could be defined as POWER, PRIVILEGE, or OPPRESSION. Have them label each element. They DO NOT need to share with the class or their peers if they do not want to.

2. MAKER CHALLENGE: IDENTITY ICEBERG WHO AM I AND HOW DO OTHERS PERCEIVE ME?

- a. Have students create a 3-D Model of their identity iceberg using any no-tech, low-tech or high-tech materials that are available to them in their classroom or community. Students will create a two-sided identity iceberg, ONE side is representative of the identity iceberg they completed earlier. The SECOND side of the iceberg will reflect the way they think they are perceived by others. Remind students to use any materials that they would like to experiment and innovate with. They also can remove/exclude certain items of their identity iceberg that may be triggering for them to share with others.
- b. Have students include any elements that they believe are reflective of their own power, privilege, and/or oppression and how others may view/perceive them. May have similar or different elements on both sides.

3. EXPERIENCE 3 (Provocation/Challenge)

Provocation: *How does identity impact the way I perceive and view others? Inquiry Reflection and Connection to Final Makerspace Challenge. "Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations." First Peoples Principles of Learning*

<ol style="list-style-type: none"> 1. Students will be encouraged to share and discuss their two-sided identity icebergs with their peers. This can be completed in any formal or informal way. Multimodal presentations are encouraged for accessibility needs. 2. Students will share their experiences, feelings, and thoughts that arose when they collaborated and shared their identity icebergs with their classmates. Students are encouraged to ask respectful questions that allow them to get to know their peers better. These thoughts can be shared on PADLET or other similar software, chart paper, etc. <ol style="list-style-type: none"> a. 3. Students will complete a reflective exercise that answers the following questions using the Reflection Handout (see below) 	
<p>CONSOLIDATION/CONCLUSION:</p> <ol style="list-style-type: none"> 1. Have students apply their findings to how their identity, power, privilege, and/or oppression may impact the way that they view other people's challenges, issues, or real-world problems. 2. Have students write down 5 inquiry questions they need to consider in terms of how their bias/perceptions must be addressed when they are completing their final Maker Challenge. 3. Have students use the Inquiry Question Handouts from the tc2.ca website. 	<p>CRITICAL GUIDING QUESTIONS:</p>
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <ol style="list-style-type: none"> 1. Completion of Identity Iceberg worksheet 2. Participation and engagement during in-class activities, discussions, and collaboration 3. Tc2 Inquiry Question Handout and 5 Inquiry Questions created 4. Creation of a 3-D Two-Sided Identity Iceberg 5. Presentation of 3-D Identity Iceberg 6. Completion of reflection of power, Privilege, and Oppression assignment. 	

EVALUATION OF THE LESSON

- Will be assessed through the feedback and information from students, parents, and community feedback.

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

Identity Iceberg



Adapted from Culture Matters: The [Peace Corps](#) Cross-Cultural Workbook



Identity Iceberg



Adapted from Culture Matters: The [Peace Corps](#) Cross-Cultural Workbook



Reflection: Who am I? How does my identity, Power, Privilege, and/or Oppression impact others?

ANSWER THE FOLLOWING QUESTIONS (you may use any multimodal format to present your responses):

a) How would you describe your own identity? What aspects of your identity are most important to you?

b) In what ways do you perceive your identity to provide you with power and privilege in society? How do these aspects of your identity shape your experiences?

c) Have you ever experienced oppression or marginalization based on any aspects of your identity? If so, describe those experiences and their impact on you.

d) How have your experiences of power, privilege, or oppression influenced your perspectives, attitudes, or actions towards others?

a) How do your own experiences and identities influence how you perceive and interact with individuals who have different backgrounds or identities from yours?

b) Are there any biases or assumptions that you have identified within yourself regarding certain groups of people? How do these biases affect your perceptions and interactions?

c) Reflect on a time when you may have inadvertently perpetuated stereotypes or engaged in discriminatory behaviour due to your own biases or lack of understanding. What have you learned from that experience?

d) How can you develop greater empathy and understanding for individuals who have different identities or experiences than your own? Consider specific strategies or actions you can take when tackling your Final Makerspace Challenge.

e) Write one paragraph in your design journal exploring what you learned and would like to add to your Final Makerspace Challenge.

ASSESSMENT Project & Reflection: 3-D Identity Iceberg Creation

<u>Criteria</u>	<u>Extending (5)</u>	<u>Proficient (4)</u>	<u>Developing (3)</u>	<u>Emerging (2)</u>	<u>Not Meeting (1)</u>
<u>Understanding of Identity</u>	Demonstrates a deep and insightful understanding of personal identity and its complexities, using clear and relevant examples.	Shows a good understanding of personal identity, with some relevant examples.	Demonstrates a basic understanding of personal identity, but examples are limited or unclear.	Shows limited understanding of personal identity, with minimal or irrelevant examples.	Fails to grasp the concept of personal identity.
<u>Use of Symbols and Representation</u>	Skillfully uses a wide range of symbols, metaphors, and visual elements to represent different facets of their identity. The representation is highly creative and thought-provoking.	Effectively uses symbols, metaphors, and visual elements to represent different facets of their identity. The representation is visually appealing and meaningful.	Attempts to use symbols, metaphors, and visual elements to represent different facets of their identity, but some aspects may be unclear or clichéd.	Uses minimal symbols, metaphors, and visual elements, and their representation lacks creativity and significance.	Little to no effort made to use symbols or visual elements for representation.

<p><u>Artistic Quality</u></p>	<p>The 3-D identity iceberg is exceptionally well-crafted, displaying a high level of artistic skill and attention to detail.</p>	<p>The 3-D identity iceberg is well-crafted and visually appealing, with evident artistic effort.</p>	<p>The 3-D identity iceberg shows basic artistic skills, but there are areas that could be improved.</p>	<p>The 3-D identity iceberg appears rushed or sloppily constructed, lacking attention to artistic detail.</p>	<p>The 3-D identity iceberg is poorly made with little to no artistic effort.</p>
<p><u>Reflection & Explanation</u></p>	<p>Provides a comprehensive and articulate reflection on the chosen symbols and their representation of different layers of identity. Clearly explains the thought process and meaning behind each choice and answers the questions thoughtfully and with specific examples and details.</p>	<p>Offers a thoughtful reflection on the chosen symbols and their representation of different layers of identity. Provides reasonable explanations for most choices and answers most questions with examples and details.</p>	<p>Attempts to reflect on the chosen symbols and their representation of different layers of identity, but explanations may be unclear or shallow and answers half of the questions with some examples and details.</p>	<p>Provides minimal reflection on the chosen symbols and their representation of different layers of identity. Explanations are vague or absent. Answers a few of the questions, not fully completing the responses.</p>	<p>Fails to provide any reflection or explanation of the chosen symbols and their representation. Does not answer the reflection questions.</p>

<p><u>Overall Presentation</u></p>	<p>The final presentation is polished, professional, and demonstrates an exceptional level of effort and creativity.</p>	<p>The final presentation is well-organized and visually appealing, showcasing a good level of effort and creativity.</p>	<p>The final presentation is somewhat disorganized or lacks visual appeal, but overall effort and creativity are evident.</p>	<p>The final presentation appears rushed or poorly organized and lacks visual appeal and effort.</p>	<p>The final presentation is disorganized, sloppy, and shows a lack of effort and creativity.</p>
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Grading Scale:

- 20-25: Extending- Outstanding work that exceeds expectations in all criteria.
- 15-19: Proficient - Solid work that meets expectations and demonstrates proficiency in most criteria.
- 10-14: Developing- Acceptable work that meets the minimum requirements but lacks depth or consistency.
- 5-9: Emerging- Limited work that shows some effort but falls short of meeting expectations.
- 1-4: Not Meeting Expectations - Poor work that fails to meet the minimum requirements.